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ABSTRACT

This curriculum guide for teachers of adult education is divided into three parts. The first offers an overview of adult basic education, the teacher as counselor, testing and evaluation, instructional procedures--physical environment and classroom management, techniques providing variety in instruction--discussions, demonstrations, projects, problem-solving, lectures, role-playing, field trips, community resources, audiovisual material, team study, and evaluation of instructional materials. The second part provides sequential skills for grades 0-3, 4-8, and 9-12 in language arts, mathematics, social studies, and science. The third part covers areas of instruction for teaching sequential skills: (1) family life instruction--health and safety, management of food, management of clothing, family business, management of housing, parent-child relationship, marital responsibility; (2) citizenship--structure of government, governmental services, principles and objectives from which government was developed, voting information, tax structure, community participation, rights and responsibilities, current events; (3) occupational education--job opportunities, positive work attitudes, personal development, technique of getting a job, keeping a job, unions and labor laws, Social Security system; (4) consumer education; (5) personal improvement and development; (6) conservation of natural resources; and (7) leisure time. References are provided throughout. (KM)

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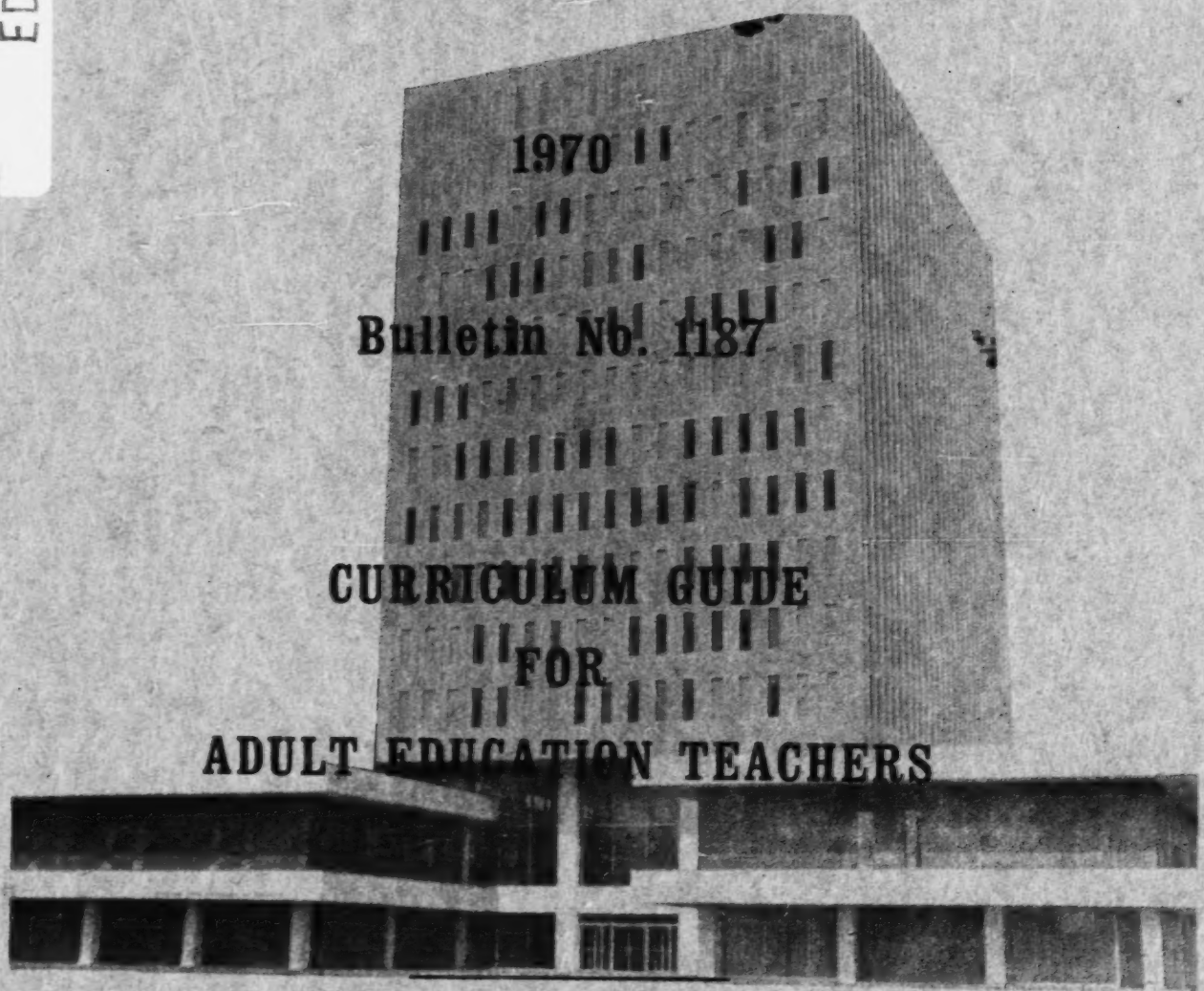

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FOR

ADULT EDUCATION TEACHERS

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CURRICULUM GUIDE FOR ADULT EDUCATION TEACHERS

Prepared by

Adult Education Section
Earl Lee Hammett
State Director

Compiled by

Mrs. LaVerne Gresham
State Supervisor
Adult Education

Under the Direction of

Dr. William F. Beyer, Jr.
Assistant Superintendent
Curriculum and Instruction
and
Mr. M. E. Wright
Executive Assistant for Instruction

Issued by

STATE DEPARTMENT OF PUBLIC EDUCATION

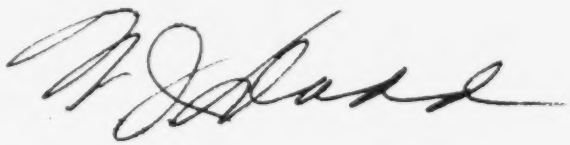
FOREWORD

Louisiana's adult education program has grown in scope and stature during the past few years. This growth is a direct result of the untiring efforts of both administrators and teachers at the local level. I believe it is recognized by all that adult education is playing a vital role in our total educational system. It is my firm conviction that this program will soon surpass all hopes and expectations of those of us who have been vitally interested. This anticipated progress is, of course, contingent upon the availability of adequate funding to meet existing needs.

It has become increasingly more important with the growth of this program that additional guides be published to assist the ever growing demands from the local school level. The following material is published for use at the local school level and is a result of approximately eleven months work, culminating with the institute held at Nicholls State University. This material is not intended to be the answer to all the problems dealing with curriculum but to furnish a base from which a total curriculum can be built in order to meet the specific needs of individuals teaching in the adult education field.

As the adult education program expands, additional guides and supplemental material will be forthcoming in an effort to continually strengthen the program and endeavor to meet individual needs of all educational levels for industry, business, and personal goals.

I sincerely hope and trust that this publication will be beneficial to you in your efforts in the adult education field.



William J. Dodd
State Superintendent

ACKNOWLEDGEMENTS

Louisiana's Adult Education Program has made outstanding progress in the last decade. The local school systems have reached several thousand adults through the regular adult education program and the literacy testing program. Thousands of Louisianans are now employed, or better employed, as a result of having participated in adult programs. The primary objective of adult education is to meet the educational needs of adults in the fastest possible manner so that other phases of long range objectives can be mastered.

Abraham Maslow once said, "Human beings begin to drive toward self-actualization as soon as their basic needs of food, clothing and shelter are satisfied."

Realizing this to be true, many adult administrators and teachers are constantly searching for methods, materials and procedures to assist in meeting these needs.

During FY 70, Mrs. LaVerne Gresham, State Supervisor of Adult Education, was asked to chair a committee to develop curriculum guides for adult education teachers. Members of the committee were selected from throughout the state and were as follows:

Mrs. LaVerne Gresham, Chairman	State Department of Education
Mrs. Marie A. Meno	State Department of Education
Mr. Howard French	Bossier Parish
Miss Hazel Landry	Jefferson Parish
Mr. W. K. Baillio	St. Landry
Mrs. Betty Jean Johnson	Jefferson Davis
Miss Bessie Washington	Orleans Parish
Mr. Maurice K. Nichels	Caddo Parish
Mr. Larry Miller	Acadia Parish
Mr. Loy Hedgepeth	Ouachita Parish
Mr. Rudy Landry	Rapides Parish
Mr. John Cook	St. Bernard Parish
Mr. C. C. Couvillion, Consultant	State Department of Education
Mrs. Lucile Peach, Consultant	Rapides Parish

Many thanks go to these committe members for work done in this field.

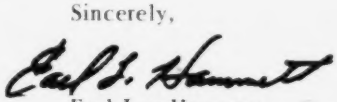
We are especially grateful to Mrs. Gresham for her many untiring efforts. A special thanks goes to Mr. Jim Soileau from Clinton, Louisiana, for his work on the 9 - 12 grade level.

This publication contains information which we hope will be of benefit to the old and new teachers of adults. The first section deals with General Information for Teachers; the second section, Sequential Skills (0-12 grade level); and the third section, Areas of Instruction (the contents of this section suggests material for teaching the Sequential Skills in the second section).

Nicholls State University graciously supported a summer institute in June of 1970 to further study and finalize these publications. Our thanks also to participants at this institute for their contributions.

This publication is not by any means a total answer, but rather a guide from which more and better material can be developed. I wish for you, the reader, every success in your adult education endeavors; the greatest challenge in education today.

Sincerely,



Earl Lee Hammett
State Director

OBJECTIVES

1. To provide sufficient flexibility within the curriculum guide to allow for maximum individual progress

2. To provide a suggested reference guide of sequential communication and computational skills to be taught in the content areas in order to develop the potential ability in adult students to meet their adult responsibilities

3. To provide a recommended guide for evaluating instructional materials for use in the ABE classroom

4. To serve as a reference for effective teaching techniques and to provide a source of variety in teaching

5. To provide basic background reference information to enhance the teacher's understanding of the ABE student and the program

6. To provide information on available materials used to teach the skills in the content areas

7. To create an awareness of the role of instructor to the adult learner, enabling the instructor to develop an atmosphere that is conducive to good instructor-student rapport

8. To provide a suggested guide for planning local adult programs that improve the educational skills of adults and provide activities and experiences to meet the needs and interests of students.

9. To provide a guide to develop sequential instructional programs in all subject areas

10. To develop an awareness for good guidance and counseling practices.

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GENERAL INFORMATION

Overview of Adult Basic Education

Historical Statement

Adult basic education is not a new concept in American education. It is deeply rooted in American tradition. Due to the ever changing economic and social structure of the American society it has become a national concern.[1]

Adult education is the most recent of a series of four major movements in public education:

1. Complete acceptance of elementary education during the nineteenth century
2. Secondary schools well established before the end of the last century but the major growth during the twentieth century
3. Public school system extended to include state and community colleges and state universities
4. Adult education recognized as an integral part of the school system in the twentieth century.[2]

In 1661, evening schools were conducted in New York for both children and adults for profit. Similar schools were established in Boston (1724), Philadelphia (1734), and Charleston, South Carolina (1744). These schools emphasized both vocational and cultural subjects. Massachusetts was the first state to give public support to adult education when in 1823 the state appropriated $75 to partially support evening schools.[3]

During the nineteenth century there were at least four adult education movements:

1. Mechanics institutes which were concerned with education of skilled workmen
2. The American Lyceum of 1826, which was an association for popular instruction by lectures, debates, etc. (lecturers who appeared before the lyceums included such prominent men as Ralph Waldo Emerson, Henry Ward Beecher, and Oliver Wendell Holmes)
3. The Chautauqua, which was summer school sessions
4. University extension classes.

All of these movements paved the way for publicly supported adult education.[4]

In 1847, Massachusetts passed a law authorizing cities to appropriate money for the support of schools for the instruction of adults. After this, major cities in Massachusetts and other states opened evening schools. By 1900, 165 major cities in the United States had established evening

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[1] John H. Thatcher, ed., Public School Adult Education: A Guide for Administrators (Washington: National Association of Public School Adult Educators, 1963), p. 1.

[2] Ibid.

[3] Ibid.

[4] H. G. Good, A History of American Education (New York: Macmillan Co., 1962), p. 554.

schools to meet the educational needs of adults.[5]

The concept of adult education as we know it today began after World War I. There was a decline in adult education during the depression of the 1930's. With state aid in some states, public school adult education expanded after World War II.[6]

By 1930, twenty-one states had made some provision for state aid but only seven states had provided aid for fields other than Americanization and literacy education.[7] Since 1930, the trend toward state aid for adult education has continued with some acceleration.

Louisiana was among the first states in the nation to appropriate money for the initiation of an adult education program. The passage of Act 252 by the 1950 session of the State Legislature offered Louisiana adults an opportunity to receive certified instruction in order to complete their high school education.

With the passage of Title II-B of the Economic Opportunity Act of 1964, the federal government gave its full support to the task of helping adults acquire the basic skills of reading, writing, and computing. Congress transferred administration of this program to the Office of Education under the Adult Education Act of 1966. This act set forth these basic aims:

1. To increase the nation's literacy
2. To afford opportunities to benefit from occupational training
3. To improve the basic abilities of the target population
4. To increase opportunities for more productive and profitable employment
5. To reduce dependency on others
6. To assist in meeting adult responsibilities - home, family, community, and nation.

Since 1966, millions of dollars have been allocated to local school systems to teach those having less than eighth grade education. Some forty-five million dollars were spent to educate some half-million adults during fiscal year 1970.

> The Adult Education Program in Louisiana is growing in scope and quality. Fifty-nine of the sixty-four parishes are conducting such a program. We have one of the best programs in these United States. Louisiana ranks among the top five states. The excellent program in most of the parishes is what gives it this ranking. The future development of Louisiana's potentialities is in the hands of our children, but the immediate development rests in the hands of the adults. We teach children today for tomorrow, but we teach adults today for today. Louisiana must make this investment in its human resources.[8]

Defining Adult Basic Education

The adult basic education program is authorized under the Adult Education Act of 1966. The program is administered by the U. S. Office of Education, Department of Health, Education, and

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[5]Thatcher, op. cit., p. 2.

[6]Ibid., pp. 3-4.

[7]Leon F. Miller, Statutory Provisions for Public School Adult Education and Their Implementation. Unpublished Doctoral Dissertation, University of Chicago, 1950.

[8]C. C. Couvillion, Adult Education in Louisiana. Adult Education Section, Louisiana State Department of Education, 1962.

Welfare, chiefly through grants to state educational agencies, which fund local public school systems to operate adult basic education programs.

Adult basic education is an instructional program designed specifically for the millions of adults sixteen years of age and older with less than eighth grade education who, because of their lack of basic skills, are functioning at a level that does not permit their total involvement in today's complex, highly technical society. It is a program that provides the adult with the prime tools of basic education: reading, spelling, writing, and mathematical skills. As the adult student gains mastery of these skills, he is able to expand his understanding of specific content knowledge in the areas of language, social studies, science, arithmetic, health, and consumer education.

A successful adult basic education program is one that takes the adult student where he is and guides and encourages him as he works to achieve his goals. Perhaps the words, his goals, are the key words in planning and carrying out an effective adult basic education program. The ultimate objectives of an adult basic education program are to enable the adult student to achieve proficiency in the basic skills in order that he may successfully function in and contribute to the society in which he lives. These objectives can be realized only if the adult student's goals are the primary consideration of the program.[9]

Need for Adult Basic Education

The failure to adopt and effectively enforce a compulsory school attendance law until recent years has contributed to Louisiana's low rank of forty-ninth among the states with the highest number of illiterates.

According to the 1960 Census, Louisiana had 1,109,106 adults twenty-five years of age and older with less than a high school education; 687,564 adults with less than eight years of formal education; and 348,795 adults who were considered as functional illiterates (below sixth-grade education).

Louisiana has a high drop-out rate in its elementary and secondary schools. It is an established fact that the children of illiterate parents will be more likely to drop out. Results show that forty-seven per cent of the adults who graduate from an adult program influence their children to remain in school.

If one studies the changes that have taken place since the turn of the century, it becomes evident that society has changed over the years and grown from one based on "muscle power" to one based on "brain power." Today, one lives in a world of automation and mass communication, and education plays a vital role; man must be able to read, write, and compute; he must be able to communicate with the society in which he lives.

Some additional reasons why adult basic education is needed are:

1. To eliminate educational deficiencies of Louisiana adults

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[9]Monroe C. Neff, Adult Basic Education Seminar Guide: A Study Program for Teacher Training (Chicago: Follett, 1966), p. 6.

2. To strengthen the holding power of our school system

3. To enhance opportunities for seeking and holding a job

4. To serve as a stepping stone to higher goals

5. To upgrade the quality of life in our democratic society by providing adult students with means to achieve and contribute as useful and independent citizens

6. To develop self-esteem which is necessary for a happy and complete life.

The need for adult education is strong. It is the hope of a second chance for the under-educated whom other channels of education have failed. It is a necessity for keeping labor force abreast of its dynamic technology. It is a key to many kinds of redevelopment–personal and communal.[10]

Philosophy of Adult Basic Education

The philosophy of adult basic education is to increase the degree of freedom the individual has by developing his effectiveness in the use of the opportunities by which he becomes aware of the number of life choices available to him. The extent of success an adult has in achieving his life choices determines the scope of participation in his society.

In this age of change and with the future at least partially indistinct, adults cannot have gained all necessary knowledge, understandings and skills in the years of their earlier formal education or experience. In order to govern themselves, improve social relations, maintain economic productivity, raise the standards of living, and enrich the cultural heritage, all adults must continue to learn throughout life.[11]

The education of adults, as well as the education of children, is a public responsibility and should be an integral part of the total public school system. It is believed that every person is entitled to an education. Educational opportunities should be provided for adults to develop and maintain competence in such essential areas of adult activity and responsibility as citizenship, parenthood, livelihood, interpersonal relations, and group membership.[12] We respect and consider the fact that conditions sometimes make it necessary to interrupt formal basic education.

Adult basic education is guided by certain fundamental beliefs. Chief among these is the conviction that every person is a person of worth and is entitled to the opportunity of establishing this worth and to develop to his maximum capabilities. To secure these goals, society shall aid him with trained perceptive people and adequate funds toward these ends:

1. To develop faith in himself as a person of worth and dignity

2. To learn the larger responsibilities accompanying his rights as a citizen

3. To acquire those fundamental skills basic to effective living as a worker, family member, and as a contributing member of the national and world community.

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[10]James E. Allen, Jr., "The Educational Third Dimension," Excerpts from an address before Galaxy Conference on Adult and Continuing Education (Washington, 1969).

[11]Maryland State Department of Education, Public Adult Education in Maryland, Vol. 39, No. 4 (1963), p. 1.

[12]Ibid., pp. 2-3.

The characteristics and nature of the adult student are the things that point to the beginning of the process of education in adult classes. The content of the material being taught must be adapted to the present needs of the adult student, and should be realistically related to their daily problems.[13]

Basic Principles of Adult Learning

Learning in adult classes must be of an individual nature. In almost every case each adult student will be at a different educational level, so individualized instruction is a necessity; however, grouping for specific purposes may be feasible. THE CONCEPTS, IDEAS AND SKILLS THAT THE ADULT TEACHER IS TRYING TO GET HIS ADULT STUDENTS TO ACQUIRE MUST BE SOMETHING REAL AND OF PRACTICAL VALUE TO THEM.

It is not yet clearly understood how people learn. Learning does seem to occur:

1. When a person wants to learn
2. When what he is trying to learn is geared to his physical and intellectual level
3. When he can see the relationship between what he is learning and the goal he has in mind
4. When he can measure his progress toward the goal.

Learning is not a simple process. Some factors which influence the learning of adult students in a classroom situation are student ability and interest, background in family living, former school experience, reaction to the teacher, the environment for learning, and the subject matter to be learned.[14]

Adult educators offer these important principles of adult learning:[15]

1. An adult learns best when he is aware of his need for learning. Motivation is probably the most important element of learning. It is what forces a person to move toward a goal. It makes him want to know, to understand, to believe, to act, to gain a skill. Most adult students are self motivated; they attend an adult class because they want to—not because they have to.

2. An adult learns best when the teacher shows a personal interest in him. Many adults find it difficult to return to a formal learning situation. The teacher's interest provides the encouragement and assurance they need to make learning successful. The teacher's appreciation of individual differences is essential in a class of adults. Individualized instruction and recognition of progress are powerful stimulants to learning.

3. An adult learns best when several senses are involved. No single method has been proved superior to others, but a variety of methods has proved more successful than a single method. Variety for variety's sake is to be avoided, however. Choose methods that make a special contribution to the learning process, whether it be to arouse interest, to provide for group participation, or to appeal to the sense of touch as well as to sight and hearing.

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[13]Teaching Adults, Adult Education Circular Series A-174, Office of the Superintendent of Public Instruction (Illinois, 1965).

[14]Curriculum Guide to Adult Basic Education: Beginning Level, Prepared by the University of Nebraska Under Contract with the U.S. Office of Education, OE-13032 (Washington: U.S. Government Printing Office, 1966), p. 5.

[15]Ibid., pp. 5-6.

4. An adult learns best when his learning is put to use. A skill not practiced or a knowledge not used may be largely lost or forgotten. A teacher should recognize the value of repetition and review for reinforcing newly gained skills or knowledge. An adult can apply what he has learned to his everyday life. Encourage him to do so.

5. An adult learns best in a favorable physical environment. Unpleasant or uncomfortable physical facilities interfere with learning more so with adults than with children. The use of facilities designed for children should be avoided. Chairs and tables should be movable. Seating arrangements should be made in advance to avoid, if possible, the usual row of chairs or seats and the views of backs of heads.

6. An adult learns best in a favorable social environment. With few exceptions adults are very conscious of other people and seek association with them. They like to learn with others and to learn from them. Attitudes toward learning and even behavior can be modified by group participation. Group approval is frequently more of a reward for an adult student than is teacher approval.

7. An adult learns best when he can recognize his progress. Most adults, unused to intensive studying, are impatient learners. In fact, many expect the impossible—a short-cut to learning. Consequently, progress charts and other means should be used to give each student a sense of accomplishment and a feeling of progress. Tests should be used sparingly and with full understanding that they are measures of progress rather than evaluations of ability. Self-tests seem to be preferred by teachers of adults.

Cass and Crabtree[16] have identified five factors which affect the learning of adults:

1. Physiological changes of the adult student (hearing, sight, general health, and the like)

2. Learning ability - the authors conclude that after the age of 30, performance tends to decline at the rate of one per cent a year.

3. Adult interests - interests are centered around the needs and problems of the adult

4. Memory - unlike the child, the adult has a wide range of experiences; therefore, attitudes and ideas are developed which can have a bearing on the adult's learning ability

5. Speed - individuals learn at different rates of speed.

General Characteristics of Adult Learners

With the exception of a few cases of illness or early marriages most adult students are dropouts who either were not able to follow the material presented or did not see the need for the educational effort as a youngster. In many instances it is not the lack of basic ability but rather the lack of interest and failure to see the need for a formal education.

Who are these people that comprise this great mass? What are their general characteristics?

They are good people who are caught in the middle of today's mass education and the depression years. They are the young adults who are dropping out of school and the older adults

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[16]Angelica W. Cass and Arthur P. Crabtree, Adult Elementary Education (New York: Noble, 1956), pp. 21-23.

who dropped out during the depression years. These people did not create a problem in a former era which had neither time to worry about competency skills nor jobs, but they are the people today for whom employment demands equal aptitude.

Another category of prospective ABE students are those who because of their environment are disadvantaged. They subsequently lack the "middle class tools." Most of these people come from large families and reproduce in the same pattern in their adult lives. They assume their large family responsibilities and have little time for civic activities or involvements.

Clustered together into a neighborhood, they constitute a community within a community. Here sub-cultures are formed. Many of these today are becoming increasingly more hostile and militant. In a sense, this militance is their attempt to change their plight, to chart their destiny and thus become more "Americanized" - free then to function to their own satisfaction in a world to which they want to belong.

Sociologists are finding that these people do have a true value system—one that works for them in their environment. These people are unaware of the progress and sophistication of what keeps a highly technological society together. The world of relationships for these people does not extend very widely. Their interaction is, for the most part, narrowed to the immediate family, relatives and those people living nearby. They prefer the old and familiar to anything new and innovative.

Because the characteristics of adult students are different, adult education is different from education at other age levels. The teacher of adults has to be aware of adult characteristics in a learning situation. Family background, previous school experience, adult life and responsibilities are some elements which have conditioned adults. Each adult will differ from another, but some generalizations can be useful to the teacher. Some characteristics that are unique to undereducated adults and implications these characteristics have for teachers are as follows:[17]

1. Lack of self-confidence: they often feel inadequate, unable to learn and compete because many have rarely experienced success in school, work or social life.

Implications: Teachers should learn the importance of helping their adult students experience success during the first class session—and in every class session. The teacher should allow each student to set his own pace in approaching classroom tasks.

2. Fear of school: this is usually becuase of a student's unpleasant past experience with school.

Implications: Avoid use of ridicule or sarcasm with undereducated adults.

3. Living in conditions of economic poverty: there is a high correlation between the level of education and the level of income - the less educated having the lower income. Teachers of adult basic education classes must remember that their adult students may be living in extremely crowded conditions - with neither space nor quiet for outside reading. Poor nutrition, which goes

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[17] A Guide for Teacher Trainers in Adult Basic Education, The National Association for Public School Adult Education (Washington, 1966), pp. II-4-15.

hand in hand with poverty, may also be the cause of some students' apathy, short attention span, sleepiness in class. Poverty also means that students in these classes may have other physical handicaps that impair learning: poor vision or hearing which they cannot afford to correct.

Implications: When these physical handicaps exist, the teacher should seek a way to remedy them by referral to social agencies.

4. Probably below average in scholastic aptitude: while many undereducated adults are of average ability, and some of superior ability, more seem to be below average for academic learning.

Implications: active methods of teaching are most effective: use of flash cards, games, role-playing, etc.

5. Culturally deprived: the less educated participate least in educational and cultural pursuits. Many are unaware of the existence of nearby libraries, museums, etc.

Implications: Teachers of these classes will find that field trips to libraries and museums will often "break the barrier" that so often exists between the undereducated and the sources of cultural enrichment open to them.

6. Values, attitudes, and goals differ from upper and middle-class norms: an individual's cultural environment influences greatly his social values, attitudes, and goals. Undereducated adults, more likely than not, have a value system widely different from that of adults of the middle and upper classes. They frequently show indifference or even hostility toward social institutions as, for example, education. Their goals for their children rarely include college, but nearly always include getting a job.

Implications: The teacher should understand and tolerate these values and attitudes. Strong opposition to these values and attitudes is not the way to change them. Criticism will more than likely have one result: the students will stop coming to class.

7. Weak motivation: motivation of undereducated adults is low because of their history of failure to achieve the recognized values of success, efficiency, equality, etc. They are easily discouraged, and frequently exhibit an attitude of almost complete resignation because of these repeated failures.

Implications: (1) Goal fulfillment: find out why each adult student is in class and keep the student interested by helping him move toward his goal. (2) Discovery of sub-goals: help the students set up sub-goals and show them how it inevitably leads to accomplishment of their main goals. (3) Personalization: personal involvement through self-tests has a strong appeal. Few people can resist an opportunity to find out how well they can do on self-tests. That is why quizzes and other self-analysis devices are so frequently found in magazines. (4) Variety: when the adult student realizes that different things happen in every class session, he is more likely to stay with it. (5) Ego-boosting: teachers must show that they like their students. (6) Success: in order to become deeply interested in learning a skill or new fact, the student should experience the joy of being successful.

8. Unusually sensitive to non-verbal forms of communication: with limited vocabulary and limited skill in articulation, most undereducated adults are forced to do much of their communication

on the non-verbal level. They are sensitive to non-verbal clues, and tend to judge more by action than words.

Implications: Teachers should realize that they may say one thing verbally while non-verbally (through facial expressions, tone of voice) say another. When this is the case, an individual will probably respond more strongly to the non-verbal message because almost instinctively he knows it is real, not "put-on," as words can be.

9. Feeling of helplessness: when a student doubts his ability to learn, his thinking process is blocked. Feelings of anxiety and helplessness result. Some signs of helpless feelings in students are: hostility toward subject matter; bewilderment, lack of participation and attention; procrastination.

Implications: It is important that the teacher recognize these signs for what they are and strive to build in the student a feeling of self-confidence.

10. Varying levels of intelligence: the great majority of undereducated adults are far from stupid. On the contrary, because of their inability to read and write in a society made up of people who live by these skills, they have been forced to live by their wits. No two people learn at the same rate. The teacher who recognizes these differences and plans his teaching accordingly will help each student approach maximum learning within his own capabilities.

Implications: Determine individual intellectual differences in a group by placement testing, student records, student discussion following a learning-experience, private interview.

11. "Live for today" philosophy: many adults from lower socioeconomic backgrounds have little concept of long-range planning in their lives.

Implications: To the teacher this means that motivation to learn must be based on immediate rewards. The student must experience success today.

12. Hostility toward authority: because of unhappy associations with representatives of authority (policemen, teachers, boss) any authority figure is likely to arouse hostility.

Implications: The teacher must project himself as a friend or guide rather than as a teacher authority.

13. Reticence: many undereducated adults have difficulty expressing their feelings, discussing their needs, and standing up for their rights. Silence may mean that they are shy.

Implications: One way to encourage free expression is to break the class into small groups for discussion.

14. Use of defense mechanisms: the higher the degree of illiteracy in an adult, the more likely he is to attempt to hide his undereducation from his friends and teacher by use of the following defense mechanisms: (1) carrying a book or newspaper, (2) carrying pencils in a conspicuous place, (3) not having eye-glasses when asked to read, and (4) injured hand when asked for a written response.

Implications: The teacher who is aware that these are defense mechanisms should respond as follows, for example: "Well, it's not important that we read this immediately. But we might just see if there are any words you can recognize, even without your glasses," or "I'm sorry to hear

about your hand. Let's just talk about it this time."

16. Need for status: use of first names, nicknames, and words such as "boy" tend to arouse antagonism and resentment.

Implication: The teacher should use the more formal, "Mr. Jones" until confidence and warmth are established.

17. Tendency to lose interest: undereducated adults, just like average adult students, will leave a classroom situation which does not fulfill their needs. When signs of apathy appear, it's time for the teacher to muster all his teaching skills and understanding.

Implications: The teacher must try to determine the problem. Sometimes it may mean a personal conversation with the student.

These are the people for whom our programs must be effective. They will be efficient provided we can recognize among these characteristics needs which can be met. Is our purpose to prepare these people for life or for earning a livelihood? It appears to be decidedly a combination of both.

Perhaps training people in skills that will make them more marketable in the job market is an immediate, pressing need. However, our challenge reaches beyond the immediate to something larger—greater. Our challenge calls for a creativity in us that will enable us to build the confidence and self-esteem of our students. They must experience success in achievement so that they might become aware of their own worth.

It is said that we are not reaching the "hard core" potential ABE students. For this reason, many of the more negative characteristics may not apply to the ABE students in some local situations. Some positive characteristics of the adult learners may be listed as follows:

1. Eager to learn
2. Attend school regularly and voluntarily
3. Ask pertinent questions
4. Work diligently
5. Polite
6. Show respect for teacher and other members of the class
7. Willing to help one another
8. Use school time wisely
9. Always have necessary tools for school work
10. Want social contact
11. Enjoy having talents and information used in teaching experience.

Characteristics of the Adult Basic Education Teacher

The key to a successful adult education program is good instruction. Teaching adults is a challenging opportunity because not only teaching takes place but a teacher of adults will be changing the lives of many people. The teacher will be lifting the horizons of hope and aspiration

for many who feel discouraged and defeated. The teacher is the vital personal ingredient which motivates and influences adult students to successful accomplishment. The teacher makes the real possibility of a better life. The term "teacher" may be liberalized to include the concept of the term "leading" or "leader" when applied to programs of public school adult education.[18] The person working with the adult students in these classes is a "teacher" last of all. He must be inspiration, hope, a source of happiness, advisor and companion to the adult students who come under his guidance. He will need to have the wisdom of Solomon, the tact of a diplomat, the patience of Job, as well as possess the force and personality of a leader and familiarity with the methods and techniques of working with adult students.[19]

Some characteristics of the adult basic education teacher may be listed as follows:

1. Good teachers understand their purpose in teaching as being one of freeing rather than controlling adults
2. Good teachers are helpful rather than dominating
3. Good teachers are accepting rather than rejecting
4. Good teachers are positive rather than negative
5. Good teachers are open rather than closed to experience
6. Prepare lessons well
7. Use subject matter at the students' level of comprehension
8. Sensitive to students' abilities - not rushing, yet not letting the lesson drag
9. Give students time to think but not time to be embarrassed because they do not know the answer
10. Never use ridicule or sarcasm
11. Be unfailingly patient and understanding rather than condemning
12. Praise the students often
13. Creative–able to create materials and use new approaches
14. Tactful
15. Flexible
16. Exhibit initiative
17. Loyalty–build up faith in students, employers, and the future of adult education
18. Versatile - use available resources
19. Perceptive - short-range tricks so that students can learn something quickly and successfully
20. Sensitive to signs of negative feelings
21. Tomorrow-looking - instill in students awareness of the world around them
22. Optimistic - send out rays of confidence to students
23. Warm and friendly personality

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[18]Curriculum Guide to Adult Basic Education: Beginning Level, op. cit., p. 4.

[19]Cass and Crabtree, op. cit., p. 45.

24. Sincere interest in people
25. Accepts all human beings as they are with enthusiasm
26. Eager to grow and learn new methods
27. Good observer and an excellent listener
28. A true desire to help the educationally disadvantaged
29. Knowledge of cultures, customs, and political structure of the community
30. A genuine concern for the needs of adult students
31. Emotionally stable
32. Ability to communicate on the students' level
33. Ability to create an atmosphere for learning totally different from the implanted image of education that once was unpleasant to the drop out
34. Ability to deal properly with confidential material and information
35. Knowledge of laws of learning
36. Be familiar with characteristics and blocks to learning of adult listeners
37. Create a good climate for learning
38. Involve students in planning and class activity
39. Be able to give students direction
40. Understand philosophy of adult education, available curriculum materials, and criteria for the selection of adult materials
41. Establish rapport with the students
42. Do not impose middle-class values and way of life on the students

NEVER take for granted that "Anybody would know that."

Implications for Teaching Adult Basic Education

Poor attendance and a high drop-out rate may be expected if teachers do not show the kind of concern for students that may sometimes necessitate putting aside basic fundamental skills and finding new ways to work with their students. The teacher must recognize immediate and pressing concerns which students bring with them. This means that the teacher may have to work with the families of the students, care for their physical health, call upon other agencies to aid students during times of financial or other emergencies and assist them in various other ways through their crises.

All people need acceptance. These people must be accepted for what they are because they are constantly being turned down on the basis of what they cannot do.

The teacher must help these students to recognize when they have a problem and that there are several ways in which this problem can be solved. The teacher guides them in making a decision as to which solution they should use.

The teacher should create in these students a desire to set examples for other people in their community who are uneducated and who are not doing anything about it, without losing their friends as a result of the changes they themselves have made in their ways of living due to the newly acquired knowledge.

The teacher must see to it that each student experiences some success each time he attends class. This can be done by knowing the goals of each student.

The teacher should help the students discover what their individual difficulties are by working with them and adjusting contents of instructional programs to aid in overcoming these difficulties.

After the temporary frustrations, there will be deep satisfaction in watching the happiness displayed by the students when they achieve in each step toward their goal.

The Teacher-Counselor

Counseling within an adult class is an integral and necessary part of the program. The adult basic education teacher, because of his regular and close contact with the adult student, is in the best position to influence attitudinal and behavioral changes in the adult student. Through his personal relationship with the adult student and with his firsthand knowledge of the students' strengths, ambitions, and deficiencies, the teacher can do much to bring about the behavioral changes needed to help the adult student develop new skills and to help them understand their environment beyond the classroom activities.

A teacher is alert to individual characteristics among adult students, and a certain amount of counseling is carried on in even the most casual contacts in and around the classroom. THE PRIMARY ROLE OF THE TEACHER IS TO ESTABLISH A CLIMATE THAT WILL LEAD TO A FEELING OF TRUST ON THE PART OF THE STUDENT. It cannot be emphasized too much that the establishment of a genuine rapport between the teacher and adult students is of utmost importance in order to help the adult students make adjustments so that they can profit fully from their educational experiences.

A major role as a guidance service of the teacher is to assist motivation, clarify adults' objectives, and help them remove obstacles in gaining goals. Very often a teacher must help adult students see a need for an education because they are usually not idealists and do not learn for the sake of learning; it must mean something to them.

The teacher should have a general awareness of basic counseling procedures. As much information as possible should be obtained about each student's general background in order to respond constructively in a counseling situation.

Guidance Activities

Suggestions for guidance activities by the ABE teachers are as follows:

I. Orientation on registration day
   1. Explanation of the program
      a. Registration procedure
      b. Educational opportunities in the school
      c. Testing procedure and value of testing

d. Placement of students
e. Materials to be used
f. Teaching procedures
g. Attendance
h. Progress

2. Fill out necessary record forms
3. School regulations (if any)

II. Orientation to Classroom activities

1. Introduce subjects to be taught (what it is and why it is worth taking)
2. Remedial instruction
3. Begin individual counseling on initial test results. This counseling could be given as the teacher gives remedial instruction.

III. Teacher's awareness to human needs

1. Educational problems
2. Vocational problems
3. Personal problems
   a. Health problems
   b. Financial problems
   c. Family problems (these could include any member of the family)
   d. Community problems (does not participate in activities because of illiteracy)
   e. Psychological problems

IV. Referral services - one of the teacher's counseling responsibilities is that of referring a student to the proper agency. The teacher should have a complete list of referral services available to the students within the community. The teacher should help the student make the appointment and see that it is followed through. In the referral procedure, the teacher must be certain that the confidential nature of the problem is maintained. Confidential and rapport are the key factors in guidance.

As the teacher practices good will, sincere interest, and understanding about the problems and concerns of each individual adult student, and of the instructional group, the developing classroom atmosphere will encourage adult students to accept the teacher in the dual role of instructor and counselor.

Testing and Evaluation

A comprehensive adult basic education program will include a systematic plan of gathering and maintaining information about student progress and development which uses a variety of evaluation techniques. This is an important phase of the program in order to: (1) diagnose needs of students in the skills, (2) determine initial placement, (3) determine gains in skills and

personal development, (4) evaluate student achievement, (5) evaluate the program,[20] and (6) help student see encouraging results.

Evaluation should be an integral part of instruction. The teacher should work with adult students to develop standards by which they can evaluate themselves. Evaluation of an adult student takes into consideration tests, classroom participation, completed assignments and individual progress and performance. Tests should be given as often as is necessary to give the teacher and student a chance to ascertain completeness of learning as well as an opportunity to discover areas of learning difficulty.[21]

Informal Tests

Informal testing may be used to determine the approximate level that the student has attained so as to formulate appropriate plans for further testing and/or teaching. This type of testing may be in the form of the interview, discussions, teacher-pupil conferences, oral reading, conversations, various games, reading inventory, checklists, etc. Informal testing may take place any time and usually takes place all the time.

There is always danger in giving standardized tests to adults too early in the program; therefore, it may be wise to use an informal technique such as the reading inventory. One of the first things a teacher will want to determine is the instructional reading level of each student in the group. To do this, a teacher may use the following procedure,[22]

1. Select four books which have readability range appropriate to the reading stage at varying degrees of difficulty.

2. Beginning with the first, have the adult read the first sentence on every fifth page or so. Then try the next book - and the next. From this procedure, you should be able to decide in which book he can read 90 to 95 per cent of the running words.

3. Now, take the book you selected in the second step. Have the adult read several paragraphs. If he can read and understand most of what he has read, you have his instructional level. If not, you should try another book on a lower level - or you can just assume that the next lower level is his instructional level.

4. By rule of thumb, the independent level may be thought of as one grade below instructional level and the frustration level one grade above it.

5. The capacity level can be estimated by using an intelligence test or by reading to the adult from a graded reader and then asking questions about what has been read. It is doubtful that you will want or need to determine the capacity level unless you have real doubts about an adult's mental capacity. In that case, of course, you would use a standardized test and seek help from experts in the school system.

See page 16 for a sample reading inventory check sheet.

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[20] Curriculum Guide to Adult Basic Education: Beginning Level, op. cit., p. 53.

[21] Los Angeles City School Districts, Criteria for Evaluating Instruction in Adult Education (Los Angeles, 1963), p. 4.

[22] Curriculum Guide to Adult Basic Education: Beginning Level, op. cit., pp. 54-55.

INFORMAL READING INVENTORY[23]

Here is a sample check list that might be helpful in making a reading inventory for each adult in your group. You may find many ways to change it to make it more useful to you.

Name _____ Date _____

Education _____ Institution _____

Vocabulary Difficulties

Letters transposed _____ Context Clue _____

Pronunciation _____ Picture Clue _____

Beginnings Omitted _____ Phonic Difficulties _____

Endings Omitted _____ _____

Reversals _____ _____

Words Confused _____ _____

Sounds Added _____ _____

Sounds Omitted _____ _____

Comprehension Difficulties

Poor Memory _____ Word Reader _____

Directions _____ Punctuation _____

Detail Reading _____ Directional Skill _____

Summarization _____ Repetitions _____

Special Difficulties: _____

_____

_____

Reading Levels

Independent _____ Instructional _____ Frustration _____
Capacity _____ Series Used _____
Materials Recommended _____
_____

[23] Ibid., p. 55.

Nonstandard Tests

A nonstandard testing program for adults serves as a basis for keeping track of the individual progress and performance of the student. Nonstandard tests may be teacher made, both objective and subjective. These tests are valuable in charting the course of students and in counseling with them concerning progress in skills and personal development. Also this form of testing may serve as a reinforcing factor for students' progress to the individual. Diagnostic tests are not to be omitted as source for revision of lessons and/or curriculum to fit needs of the individual.

Published tests which accompany some worktexts are another form of nonstandard tests.

Standard Tests

Standardized tests, of which there are many, serve as a basis for numerous functions in adult programs:

1. Placement
2. Grade level growth
3. Counseling as to individual needs
4. Determining students' eligibility for certification of competency
5. Determining the capacity level (intelligence test)
6. Information for valid reports about the program
7. Guide for curriculum development and material production
8. Diagnostic purposes

The level of a standardized test administered should be determined by the grade level of the pupil as estimated by the instructor. Standardized test results show that students are often much lower in basic concepts of English and math than they were when they finished their last public grade school level. Most of the tests used have not had norms established for adult groups.

There is always danger in giving a standardized test too early in the program. Extreme care should be taken in preparing a pupil to take the test. The following steps are recommended:

1. Rapport is a must between the teacher and student to achieve meaningful results on a standardized test.

2. The teacher must take into consideration that the student in all probability has not been administered a test of any kind since leaving formal public school or perhaps has never taken a test.

3. The time allowed may be unfair to adults who work at a slow pace.

4. The teacher should be sure that the student understands that the test itself is not a means to an end, but simply a tool to be used in placing the pupil in the appropriate material at his level or whatever the purpose of the test may be.

Physical Environment

The physical environment of the classroom can be an important factor to the adult student's attitude toward the real learning situation and must at all times be conducive to learning. Teachers should not hesitate to conduct classes in some location other than a classroom if there is a better place available. Example: library; laboratory. Although individualized instruction is encouraged, space should be provided for small group instruction when necessary. Provisions should be made for individual private counseling.

The physical environment of the classroom may be inviting to the adult student by providing:

1. Flexible and comfortable seating arrangement
2. Cheerful and appealing atmosphere
3. Heating, lighting, and ventilation to insure the best learning environment
4. Written material on chalkboard which is legible and visible to all students
5. A neat and organized room
6. Attractive bulletin boards, charts, posters, displays, or exhibits. Example: bulletin board arranged around the theme, "A better life and better jobs through education"
7. Equipment and materials storage space
8. Ways to minimize distracting noises such as closing doors
9. A table for instructional materials and equipment
10. Teaching aids to be used by students. Example: educational games, flash cards, etc.

Classroom Management

Classroom management is the control and direction the teacher assumes over the learning situations within the rules made by the administrators of the school or of the program. These policies are spelled out in administrative decisions which affect the way in which the teacher directs the work of the class.

Enrollment. The enrollment policy will follow one of two practices: (a) term enrollment - adult students enter as a group for a definite length of time and new students are not admitted after class has begun; (b) open enrollment - adult students may enter at any time at any level of achievement and stay as long as they are interested.

The time of enrollment is most critical. First impressions are usually lasting ones. The instructor should be aware that adult students have had a difficult time deciding to come back to school and that they are usually nervous and self-conscious. The instructor should extend a warm and friendly welcome to each new enrollee and make a special attempt to put the adult student at ease and make him feel at home. Complete an application form for each adult student. This may be done by student or teacher.

Two enrollment techniques are:

1. Interview - Nothing is more effective in the enrollment procedure than an interview. The instructor should discuss the adult student's aims and purposes for attending adult basic education classes. Interviews are often the most powerful diagnostic device that can be used by a teacher. Not only is the teacher able to get to know a great deal of important information about the adult student and many of his basic needs but may establish the genuine rapport that is so necessary when working with adult basic education students. The teacher may want to ascertain an approximate grade level so that the proper level of achievement test may be administered at a later time. The teacher may give assistance in completing the application form.

2. Orientation - An orientation of the class procedures should be conducted so that adult students may clearly understand from the very beginning such things as his obligations to the program, the program's obligation to him, classroom management, curriculum, testing, etc. Adult students fear such things as getting up in front of class to make a speech, tests, and generally fear exposure of their lack of education. A proper orientation may eliminate many of these fears.

The teacher must impress upon all new adult students that they must feel free to ask any questions as many times as is necessary to learn and that making mistakes is expected and quite normal.

Placement. Adult student placement is a complicated process that involves such factors as: past educational experience, needs, desires, classroom space, available materials, class schedules and teacher employment. An all-out effort should be made to be sure a student is properly placed. Here lies the key to one of the drop-out problems that fronts every adult education program. If the adult student is placed in terms of the forementioned factors and the teacher explains the program in terms related to the adult student's desires and needs, then the drop-out factor becomes somewhat less.

In many cases the adult student will need to be placed on a lower level than at the grade level in which he dropped out of school. This can lead to a delicate situation. The adult student need not be told this fact. Tactfully explain to the adult student that he will begin with an overall review,or explain that most people slip back at least a grade or two after being out of school for several years. To tell an adult student that he is on a lower level than he anticipates may lead to discouragement and a feeling of inadequacy.

Selection of materials is almost equivalent to placement and also may be a delicate situation. If teaching materials are too difficult, discouragement may occur early and if materials are too easy, repetition may produce boredom.

Initial placement may be based on information gathered from application forms, interview, or some other informal technique. As soon as it is feasible, the teacher should administer an achievement test on the proper level to each adult student. See sample of application form and informal test (Appendix A).

The model adult class is a lively system of constantly shifting groups and individuals.

Organization of class time. Time is the most precious possession we have. Every second an adult student wastes while accumulating his supply of knowledge is a loss to him. Every second a teacher wastes while planning or conducting a class is a loss to each of the adult students.

Wasting time may be in the form of (1) procrastination, (2) habit, (3) not using small amounts of spare time wisely, (4) making excuses, and (5) disorganization.

Some helpful hints on how a teacher may save class time:[24]

1. Be a clock-watcher - start and finish a class on time, adhere to coffee-break-time allowance, minimize time for opening procedures, don't let one student monopolize class time.

2. Get ready in good time - the teacher should be fully prepared before time for class. Try to arrive at least fifteen minutes before the class is scheduled to begin.

3. Student time-savers - help them to discover how to make wise use of their time.

4. Point out to adult students ways in which they waste time.

Important as it is not to waste time, it is equally important to remember to take time for necessary classroom activities.

A specific schedule should be devised cooperatively with the adult students designed to budget time for each subject or activity, breaks, and meeting time. Allowances should be made for adult students' individual differences. (Example: work schedule.) The students should have a general knowledge of regular classroom procedure.

The lower the educational level of the adult student, the more time should be scheduled for reading and writing activities.

Record Keeping.[25] A separate folder should be started for each adult student as he registers and forwarded to subsequent teachers as long as the student remains in the program.

A registration form should be completed for each adult student and placed in the cumulative record folder. This form should include basic information about the adult student which will assist the teacher in becoming acquainted with the student. Such items as: name, address, telephone number, age, sex, previous years of schooling completed, vocational experience, and vocational aspirations should be recorded at the time of registration.

The teacher should keep accurate attendance records of all adult students in class to assist in giving proper guidance, to allow for personal follow-up on those adult students who may be having difficulty in meeting class schedules and whose attendance, or lack of it, may be hindering progress in the program, and to furnish administrators with accurate records of attendance.

Personal data such as interview form, health records, family history, and work experience may be filed in the cumulative record folder.

Five-Year-Permanent-Record should be completed for each student. These forms may be obtained from the State Office of Adult Education.

All tests administered may be filed, as well as samples of student's work, and progress reports.

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[24]National Association for Public School Adult Education, A Treasury of Techniques for Teaching Adults (Washington: National Association for Public School Adult Education,1964), pp. 32-33.

[25]Curriculum Guide to Adult Basic Education: Beginning Level, op. cit., pp. 58-60.

The value of the student cumulative record will be proportionate to the completeness and usefulness of the information gathered and recorded and to the degree in which these data are used by the teacher.

A sample application for enrollment may be found in Appendix A of this guide. Informal type questions such as those included with the application (see Appendix A), may be used for initial placement before an achievement test is administered.

Maintaining attendance and preventing dropouts.[26] Let's examine attendance from a cause and effect point of view.

Why do they enroll? When an adult shows up for some adult education activity, you can bet that he has run a mental and physical obstacle course to get there. Fatigue, the weather, finding a place to park the car, inertia, family responsibilities, and social demands are just some of the barriers he may have had to overcome. Yet he does show up. Considering the very high initial desire to participate, why is this same adult often a potential dropout?

To find the answer, we need to consider why he came in the first place. Was it sheer love of learning? Was it just the need to get new information, new skills, new knowledges? In a study made by Dr. Zander, University of Michigan, it was concluded that more than two-thirds of the public school adult education students he interviewed came to class for some other reason than the course content. Most teachers and leaders of adults will readily agree with his conclusion that adults participate in educational activities to make friends, to get away from the house a while, or to learn something about their latent talents as well as to acquire information or learn a skill.

How to meet the needs? As a teacher of adults, you must be sensitive to a student's personal and psychological needs as well as to his intellectual needs - unless those personal (or social, or recreational, or call it what you will) needs are met satisfactorily, the student may not stay around very long.

These special needs will vary but most adult students have these in common:

They need to find some sense of personal worth, to discover ways of being usefully influential, and to truly participate in the activities of the group. They need to have a part in working out the goals of the program and they need the chance to discuss the subject matter not only with the teacher, but with all other members of the class.

But if it isn't the weather or other external conditions which are beyond the control of the adult education teacher the drop out potential may be the result of internal classroom conditions. Then it is time for the teacher to take stock. Fortunately, there are some clear-cut danger signals that frequently rouse the teacher's attention when the classroom situation is not contributing fully to the learning process.

What are some signs of dissatisfaction? Adult students will begin to show signs of dissatisfaction when a course fails to meet their needs adequately. Spotting those warning signs early, analyzing them carefully, and moving to correct them quickly often can spark up the waning interest of adult students and lead to continued improvements in the teaching design. Look for these

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[26]National Association for Public School Adult Education, A Treasury of Techniques for Teaching Adults, op. cit., pp. 35-39.

signs of apathy:

1. Irregular attendance - When a student attends several consecutive sessions then misses two out of the next four, he may be a potential dropout.

2. Poor quality of preparation - If a student is inattentive in class, if he fails to enter into discussions, or if he is obviously not prepared for discussions, it may mean he is no longer finding what he first expected from the activity.

3. Erratic attention in class - Daydreaming, remaining silent during class discussions, or returning late from class "breaks" repeatedly, are warning signs of low involvement.

What are some corrective measures? When signs of apathy appear, it's time for you to master all your teaching skill and understanding. You must try to analyze the problem, to see both your part and the student's in the difficulty. Sometimes these steps can be taken directly in the classroom. Often, It means a personal conversation between you and the student. Consider these measures:

1. Undertake periodic class surveys of how well the class is meeting the needs of the students. Sometimes this can best be done by general discussion in class; sometimes by a questionnaire such as shown in Appendix B.

2. Personal interview - after class or during a "break" let the student know of your concern and interest in him and his work. Tell him you'd like to talk with him about the class. A friendly, informal conversation over a cup of coffee may bring out the problem and suggest a workable solution.

3. Guidance Counseling - every teacher does a certain amount of guidance and counseling, consciously or otherwise. But sometimes the situation calls for someone with special training in that field. When a guidance problem arises that suggests to you the need for a trained counselor, suggest such a visit to the adult student. Make the appointment for him and go along with him to make introductions. Reassure the adult student, if it seems necessary, that the visit in no way sets him apart from the rest of the class. The counselor, after all, is an expert who is better qualified than the teacher to answer some technical questions, and help the student take a better look at himself or the learning situation.

4. Private tutoring - This is an "above and beyond the call of duty" action. Very few adult education administrators would ask or expect teachers to do free tutoring. Yet it is being done and not infrequently. A few "after class" sessions with an adult student often can totally eliminate a problem and reverse a tendency to drop out.

5. Variations in teaching design - Individuals learn differently and different groups of individuals do not always respond to the same teaching stimuli. Presenting more factual information, modifying the subject matter sequence, asking the group if more time is required for review, substituting demonstrations performed by adult students for those performed by the teacher (or vice versa) may reawaken learning interests of the class.

There is something about anonymity that brings out the truth in people. An informal class survey (as shown in Appendix B), followed by class discussion of the results, often will give you an indication of the extent to which you are meeting the needs and interests of your class.

Techniques Which Provide Variety in Instruction

Discussions. Class discussions should be carefully guided by the instructor to obtain maximum participation by adult students. As a teaching technique, discussion is used for the following purposes:[27]

1. To reach decisions or solve problems
2. To "internalize" or reinforce ideas and concepts
3. To progress from the known toward the unknown by various processes of deductive reasoning
4. To determine if a particular body of content has been mastered.

After the objectives have been established the teacher can plan for effective use of discussion topics presented both by the teacher and students. There are several points to consider:[28]

- Have questions ready to use that will open areas of discussion. (For example: "Where do you think it important to start?" or "What are some of the things you have learned you want to question?")
- Know as much as possible in advance about the personalities, backgrounds and opinions of your students so that you can recognize student needs.
- Help each student do what he does best - summarize, provide new information, analyze ideas, or evaluate ideas.
- Make assignments in advance which will provide a background for discussion so that students will feel free to participate and will have some information in common.
- Be prepared to suggest sources of information so that students may pursue the subject further if they want to.

Demonstrations. Demonstrations effectively clarify some concepts as no amount of description will do. Demonstrations may be given by the teacher, student, resource person. This technique is especially valuable in the teaching of basic science and some phases of mathematics. Some points to remember are:

1. Need advance preparation to be worthwhile
2. Must begin without delay by having all tools, materials and supplies in readiness
3. Prepare students by explaining in advance what is going to happen
4. Explain each step after its completion
5. Provide an opportunity for questions after each step
6. If possible, give students a chance to operate the demonstration
7. Conclude with a summary.

Projects.

1. Projects should be utilized to help pupils learn how to plan, organize, and execute an event.

2. Student projects are great interest-holding tools.

3. One thing that can be a center of steady interest is an exhibit which may be a progressively developing project or one that is changed every few weeks. (Example: Symbols of the

[27]Ibid., p. 26.

[28]Ibid., p. 30.

United States)

4. They may be executed by the group or individual.
5. Students must be free to select their own projects.
6. Teacher should supervise and see that the group recognizes the need for the project.
7. Project learning could be utilized in pratically any subject.

Problem Solving. This is one of the most complex forms of discussion to reach decisions, solve problems, or to reinforce ideas and concepts. It requires skill on the part of the teacher because the answer is not known in advance. This technique may be a personal or subject matter problem. In either situation, the instructor should act the role of resource person, leading the adult students in solving the problem. The problem should be real and initiated by the adult students. The steps involved in problem solving are:

1. Recognizing and defining the problem
2. Gathering and analyzing the data
3. Forming and testing a solution
4. Measuring its success or failure.

Lectures.

> A competent speaker brings the community into the classroom. Good results are to be obtained from the lecture if both the speaker and the students are prepared for the experience. Students often suggest topics about which they would like to hear. After a topic has been decided upon, the group should do some background work on it. Students may want to have questions ready for the speaker. There are valuable social learnings for students in helping the teacher make arrangements for the lecture.[29]

Sources of lecturers are: (1) local industry, (2) local and state health departments, (3) police and fire departments, (4) city government, (5) local college or university, (6) instructors in local public schools, (7) local civic clubs, and (8) school boards.

Role-playing.[30] Mr. Neff states that,

> Role-playing is a dramatic form of discussion. The purpose is to allow students to "wear another hat" as they react to a problem or to individuals within the group. Role-playing often helps a student to see himself as others see him. It also gives the teacher insights into the student's reactions and behavior.

Procedures for role-playing as listed by Neff:

1. The group decides upon the problem or situation to be enacted
2. Various class members are asked to play the roles of the people in the community who represent the different points of view related to the problem or situation.
3. The play is enacted. The teacher should not let the playing go on too long. The outcome of the drama is not of major importance; the interaction among the participants is the key factor.
4. The play is discussed. The teacher and the students should discuss the roles that were

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[29]Curriculum Guide to Adult Basic Education: Beginning Level, op. cit., p. 80.

[30]Monroe C. Neff, Adult Basic Education Seminar Guide, op. cit., p. 85.

played. Those who participated in the play should be encouraged to tell how they felt being someone other than themselves.

Field Trip. Field trips are valuable learning situations. For example, a trip to a library is much more meaningful than a description of a library. This technique serves as a means of better acquainting the adult student with the community while at the same time it gives the community some insight into what it is that the school is trying to do in an effort to help solve the problems of under-education and social rehabilitation.

Community Resources. The teacher should be aware of the resources of the community and make use of them whenever such use will contribute to the learning situation. This technique also serves to acquaint the students with the community and services available from various agencies. Some towns have directories of the various agencies. Some sources of community resources include: public library, school library, labor unions, Social Security office, Public Welfare, Health Unit, Better Business Bureau, doctors, lawyers, employment agencies, business and industry, family counseling, child welfare, juvenile court, police department, museum, recreation center, insurance agents, bankers, ministers, and other teachers.

Audio-Visual Materials. One reason why audio-visual aids should be used in adult basic education classes is because innovative ways of teaching must be used when working with the adult student. Another reason is that audio-visual aids give the teacher opportunities to vary his techniques - and variety of approach is one way of keeping interest high among students who are easily bored by traditional learning exercises.

Most teachers agree that audio-visual aids provide an interesting change of classroom pace, and help put across important points.

Some facts which have been discovered about the use of audio-visual teaching aids in the classroom are:[31]

1. If students are told in advance that they will be shown a film, they learn more from the film. If they are told in advance that the material in a film is important, their learning is improved.
2. Students learn more if they are given an immediate opportunity to practice what they are observing in a film, filmstrip, or other visual demonstration. One way of accomplishing this is to stop the demonstration at strategic points while the students practice the skill, repeat the new vocabulary words, and so on . . .
3. If a discussion is held immediately after the audio-visual demonstration, learning will be accelerated. When the class takes part in a short evaluation - discussion of the demonstration, learning of several kinds results. The teacher finds out what students think of the material, whether they learned from it or not - and why . . .

The following equipment is needed:

1. Opaque projector
2. Overhead projector
3. Combination filmstrip and slide projector
4. 16 mm motion picture projector
5. Slide projector

[31] A Guide for Teacher Trainers in Adult Basic Education, op. cit., pp. IV, 14-16.

6. Tape recorder
7. Photo copy machine
8. Record player
9. Filmstrip projector
10. Bulletin board
11. Chalkboard
12. Maps
13. Globe

Teachers in adult basic education may find it necessary to prepare their own slides for overhead projectors, posters, charts, and graphs, reproductions of newspaper and magazine articles, tape recordings, flash cards, games. Teachers find equipment for making materials useful.

Basic characteristics which should be taken into consideration when selecting audio-visual materials are:[32]

1. Technically correct and accurate
2. Educationally sound
3. Recent and up-to-date
4. Mature in approach and appeal
5. At the learner's level of ability and comprehension
6. Attractive and interesting
7. Thought-provoking; good "discussion starters."

Suggestions to govern the use of visual aids:

1. Visual aids should be ordered well in advance.
2. To determine use and limits, a teacher should preview each aid to be used.
3. When guides are available, they should be used by the teacher in planning.
4. An introduction should precede the use of any aid in order to establish the purpose with the class and outline what is expected to be learned.
5. The aid should be used twice to reinforce learning.
6. Follow-up and evaluation after use of the aid.

Materials and equipment may often be borrowed from the school system for use with adult students. In addition, there are special adult materials which may be secured from the local adult education supervisor.

Team Study. Team study can be done by teacher and student of the group with all students knowing that each one of them will have a chance to be in the teacher-study group or it can be a student-student situation with groups organized and supervised by the teacher.

Team study provides an opportunity for self help while helping others through the exchange of ideas, concepts, beliefs, and facts either between student and teacher or between student and student.

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[32]Cass and Crabtree, op. cit., p. 212.

Evaluating Instructional Materials

One of the basic concerns of adult elementary education is that of instructional materials. Materials for use with the adults in elementary education programs must be developed and written specifically for adults if they are to do the job that needs to be done. In recent years an increasing number of published materials have been designed specifically for adults.[33]

Types of Printed Materials

The broad array of printed materials encountered today could be classified in the following categories:[34] books, both hardcover and paperback; booklets, pamphlets, and memos from agencies, municipalities, state and federal governments, and school districts; conventional newspapers and those written with high interest and low difficulty; dictionaries, encyclopedias, and other reference materials; magazines and catalogs; self-pacing instructional kits; teacher-produced and commercially available stencils and other materials for duplication; pictorial materials; charts; cards; games; material used with mechanical equipment (films, slides, tapes, records, etc.); applications and catalogs from various training schools; experience stories dictated or written by the students, typed and prepared for instructional use; job application forms secured from employers; and instructional booklets for new employees in local business and industry.

Selection of Instructional Materials.[35]

> Instructional materials for Adult Basic Education classes need to be selected in terms of the learner, the classroom situation in which instruction is to take place, and the educational philosophy of the teacher and the system involved. Instruction, if it is to be relatively successful, must be so designed that a great deal of individualization is possible. The wide range of academic achievement plus the need of each adult to feel that he is a worthy, respected person necessitates the addition of this factor in the selection of materials.

In light of the above the following criteria are suggested as evaluation guidelines for the selection of Adult Basic Education instructional materials.

1. The content must be appropriate for adults.
2. Cost should be in line with similar publications.
3. Print should not be under 10 point.
4. Several different rhetorical devices, such as subheadings should be used.
5. The edition date should be fairly recent.
6. The text should be designed to serve as a guide for self-instruction.
7. The materials should be adaptable for both individual and group instruction.
8. No one method is suitable for all students; therefore, no single series or single text should be used.
9. The range of reading levels within a class is often seven grades, therefore, multi-level materials must be provided.

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[33]Angelica W. Cass, Adult Elementary Education, op. cit., p. 209.

[34]A Guide for Teacher Trainers in Adult Basic Education, op. cit., pp. IV-4.

[35]Florida State Department of Education, A Selected Annotated Bibliography of Instructional Literacy Materials for Adult Basic Education, Bulletin 71F-3 (1968), p. iii.

10. "Software" (books, etc.) should be given preference over "hardware" until each class has a well stocked library of instructional materials.

Specific Criteria[36]

1. Are the goals for each lesson clear, practical, and attainable?
2. Does each lesson teach one or two concepts thoroughly?
3. Are the subject matter and learning activities familiar and interesting to adults?
4. Does the content, whenever possible, raise the self-esteem and status of the adult student?
5. Do the materials motivate or encourage individual reading, speaking, writing, and other study?
6. Is the language used in lessons adult in tone?
7. Are sentences used in lessons similar to the sentence patterns used by adults in oral communications?
8. Are the skills and concepts taught in sequential, logical order?
9. Do the drawings, illustrations, and other graphics clarify ideas presented verbally?
10. Are the materials written in such a manner that the students can follow the lessons to a large extent by themselves? They should not be too dependent on instructors.
11. Do the materials have built-in measuring devices to show both quantitative and qualitative student progress?
12. Do the materials instruct in actual life situations, such as food, property, job, voting and civics, saving, social security, housing, homecraft, safety, etc.?

The following are some more specific points teachers should consider when examining materials for use with the undereducated. These criteria are based on research which began at the University of Chicago in the early thirties.[37]

Length of sentences: Sentences should range in length from ten to fifteen words. There may, of course, be some variety, with some sentences longer or shorter than this range. The structure of a sentence should be simple: subject, verb, predicate, in that order.

Dependent Clauses: There should be a minimum of dependent clauses and compound sentences, although the undereducated adult student grasps the compound sentence more readily than sentences with which, that, or because clauses.

Verbs and Verb Forms: The undereducated adult prefers the present tense because he tends to live more in the present and he sees experiences as existing in the present. The past drops out of sight and he cannot bring himself to contemplate his future. Material with strong verbs is desirable . . .

Hard Words: Although hard words differ according to the individual, they can usually be identified by noting the number of affixes: the more affixes the harder the reading. Generally, the word with many affixes presents a generalized concept. It lacks the hard visual reality of house or bus. The affix-ornamented word is a built-up word . . .

Contractions and Dialect: The student who recognizes the word is may boggle at the word isn't. Dialect is the most difficult for the undereducated adult student.

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[36] Frontiers in Adult Basic Education. Compilation of selected papers and group reports presented at Southeastern Region IV Institute for Teacher-Trainers in Adult Basic Education, Florida State University, 1966, p. 94.

[37] A Guide for Teacher Trainers in Adult Basic Education, op. cit., pp. IV, 5-6.

Conjunctions: The student has difficulty with such words as because, therefore, and if, which require mental leaps backwards and forwards. For example, when the word therefore appears, he somehow must bring to the forefront of his mind a previous idea in an earlier sentence.

Conversational Style: Since speech is the one form of language that the student employs reasonably well, the reading matter set before him should be closer to speech than to non-oral prose. Newspaper English, for example, is far from being "speech" English.

Personal Reference: As a rough measure, copy becomes readable if it contains eight to ten personal references (pronouns, names, father, mother) per hundred words. But pronouns should be placed close to the nouns to which they refer or the reader will be confused. These students do not think in abstract terms; therefore, the generous use of personal references does more to make text readable than almost any other single factor.

Evaluation Instruments

Rating forms for the purpose of evaluation of instructional materials may be found in the following sources:

1. Pattison, Rose Mary and Joseph C. Payne. Evaluation Tools for Adult Education, Follett Publishing Co., 1968.
2. Shaw, Nathan C. (ed.). Administration of Continuing Education, NAPSAE, Washington, D.C., 1969, pp. 336-340.
3. Hollis, Jennie-Clyde (ed.). Curriculum Guide to Adult Basic Education. U.S. Dept. of H.E.W., U.S. Govt. Printing Office, Washington, 1966, p. 179.

Readability of Materials[38]

With a readability measure you can feel more confident in providing students with materials they will be able to read. If you are building a library of suitable instructional materials, this measure will give you an accurate way of classifying the materials. The small increase in time required for application of this measure will be more than repaid by the ease with which you will be able to meet the reading needs of individual students.

The basis of this measure is a count of words, one-syllable words, and sentences. From these counts you compute the number of words per sentence and the percentage of one-syllable words. These figures are then found on a chart from which the proper readability score is read directly. Figure 1, found on page 32, is a Work Sheet that greatly simplifies the arithmetic and gives exact instructions for calculating the readability scores. Except for a few suggestions to be given below, this Work Sheet and the Chart for calculating readability, Figure 2, found on page 33, are all that you need.

Further suggestions for calculating readability are given below:

1. Before attempting to apply the measure to unknown materials you may wish to try it on Selection I, page 31. A sample calculation has been worked out for this selection, Figure 1, page 32.

[38] Jennie-Clyde Hollis (ed.), Curriculum Guide to Adult Basic Education - Intermediate Level (Washington, D.C.: U.S. Government Printing Office, 1966), pp. 184-190.

2. Hyphenated words, like "ring-aling-ling," in Selection I, are counted as one word. Sentences that have question marks or exclamation marks prior to the terminal punctuation are counted as one sentence (see sentence two of Selection I). Sentences divided by semicolons are counted as two sentences (or more) if each of the sections could stand alone as a complete sentence.
3. Readability measurements for books or other long pieces should be based upon several samples of the text, taken from different portions.
4. If a number of readability measurements are to be made, it will be convenient to duplicate copies of the work sheet.

Selection I

Readability = 2.7

Bill Adams was asleep and dreaming. "What would I do if I had all the money I wanted?" he dreamed.

"First, I'd get that car I saw in the car lot downtown.

"Second, I'd get some new fishing things. Mine are more than five years old.

"Third, I'd get some new clothes. Clothes like those I saw in the paper. Boy! I can just see how I'd look in some new clothes."

His dream went on. "Then, let's see. With all that dough, Jane and I could go out every night in the week."

"Ring-aling-ling," went the alarm clock. Bill woke up from his dream. It was time to get up and get ready for work.

Figure 1. Readability Calculation Work Sheet

Name of book Selection 1

Author

Publisher

Carry out the following calculations in the order indicated

(A) Number of words Record the count here 116(A)
Count off about 100 words, stopping at the end of the first complete sentence after 100.

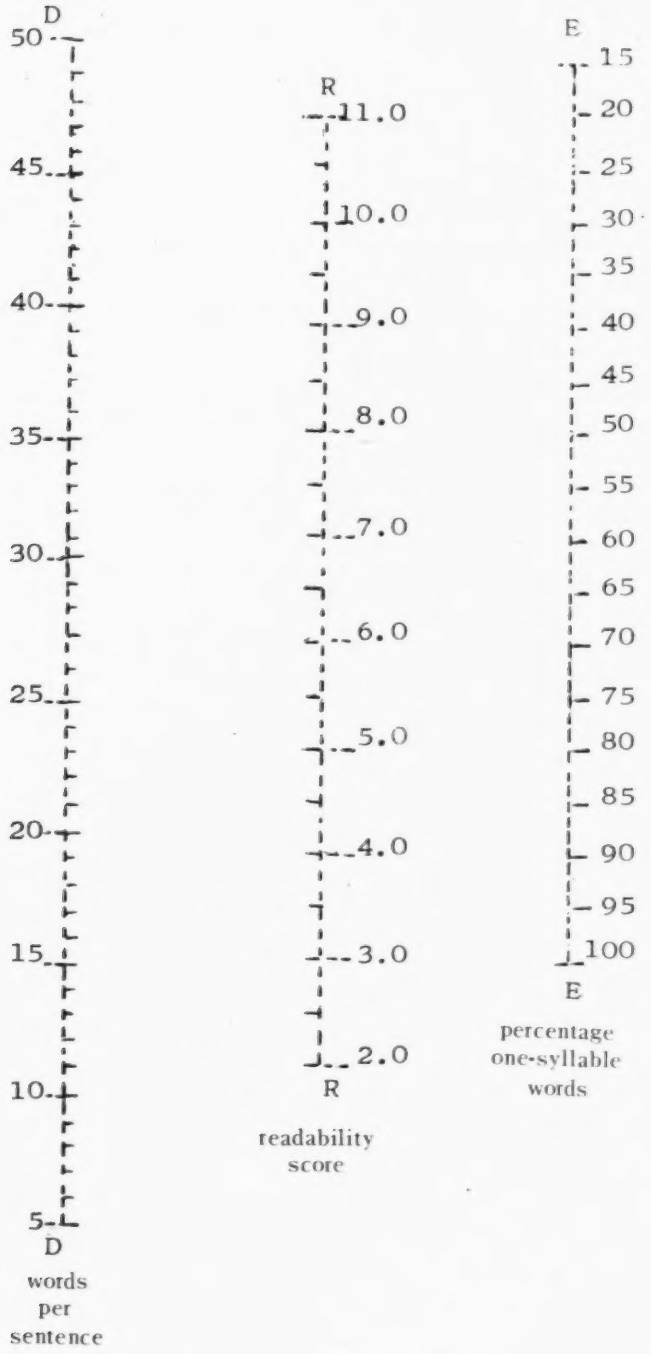
(B) Number of one-syllable words Record count here 103(B)
Count the number of one-syllable words contained in count (A).

(C) Number of sentences Record the count here 14(C)
Count the number of sentences contained in count (A).

(D) Words per sentence (A) / (C) = 8.3 Result (D)
Divide count (A) by Count (C).

(E) Percentage of one-syllable words
Divide count (B) by count (A) and multiply times 100. (B) / (A) x 100 = 89 Result (E)

Figure 2. Chart for Calculating Readability[39]



Selection II
page 182

[39]Adapted from Richard D. Powers and J. E. Ross, "New Diagrams for Calculating Readability Scores Rapidly," Journalism Quarterly, 1959, 36, 177-182. This chart is from page 180, and is based upon revised Farr-Jenkins-Patterson readability formula.

Use Figure 2, the Chart for Calculating Readability, to find the readability score that corresponds to the results computed in (D) and (E), above. Find the number entered as result (D), above on column D, words per sentence of Figure 2. Find the number entered as Result (E), above, on column E, percentage of one-syllable words, of Figure 2. To find the corresponding readability score, lay a ruler across the chart from the number on D to the Number on E. The readability score, stated in terms of a grade level, can be read where the ruler crosses Column R readability score.

(R) Resulting readability 2.7 .

Sources of other readability formulas for use with published or teacher-made materials are:

1. Fleish, Rudolph. The Art of Readability.
2. Lorge, Irving. Lorge Formula of Readability.
   Adaptable for grades 4-8.
3. Spache, George. Spache Formula of Readability.
   Adaptable for grades 1-3.

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Los Angeles City School Districts. Criteria for Evaluating Instruction in Adult Education. Los Angeles, 1963.

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Miller, Leon F. Statutory Provisions for Public School Adult Education and Their Implementation. Unpublished Doctoral, University of Chicago, 1950.

National Association for Public School Adult Education. A Guide for Teacher Trainers in Adult Basic Education. Washington, D.C.: NAPSAE, 1966.

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Powers, Richard D. and J. E. Ross. "New Diagrams for Calculating Readability Scores Rapidly." Journalism Quarterly. 1959, 36, 177-182. This chart is from page 180, and is based upon revised Farr-Jenkins-Patterson readability formula.

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APPENDIX

APPENDIX A

ADULT BASIC EDUCATION APPLICATION

FOR

ENROLLMENT

Date _____

Name _____

Address _____

_____

Do you work? _____

Where? _____

What do you do? _____

_____

What was your last grade in school? _____

Where? _____

When? _____

Where were you born? _____

When? _____

Work this problem: This year _____

Year you were born _____

Your age _____

A holiday is Christmas. It is always on December 25, in the United States. Christmas is celebrated all over the world in many different ways. People have different customs and this varies the holidays.

FOLD PAPER IN HALF

1. Read silently.
2. Now, please read it aloud to me. Do you need to know some words?
3. Now, tell me what you read. (Memory: full point–Questioned: half point).

(Does not have to be exact)

Points		
1	Christmas is a holiday.	_____
1	Christmas is December 25.	_____
1	In the United States.	_____
1	Celebrated all over the world.	_____
2	In different ways.	_____
2	People have different customs.	_____
2	This is why holidays vary.	_____
10		

QUESTIONS FOR TEACHER TO CHECK ON CARD OR CUMULATIVE CARD

Married _____

Maiden name _____

Children _____

Family _____

Race _____

Welfare _____

Health handicaps _____

_____

Future ambitions or plans _____

_____

_____

Beginning material _____

Beginning level _____

Adult Education class attended last year _____

NAME THE FOLLOWING:

The President of the United States is _____

The Governor of our state is _____

The Mayor of my county seat is _____

I am enrolling in a school called _____

The name of my teacher is _____

The name of my local newspaper is _____

Are you registered to vote? _____

FILL IN THE BLANKS

Do you have a telephone? _____

At home _____ (write the number).

At work _____ (write the number).

In what town do you live? _____

What county? _____

What state? _____

What country? _____

What continent? _____

Do you have a hobby or something you like to do, like fishing? _____

_____

_____

Name some things you like to do or games you like to play, like checkers or dominoes. _____

_____

_____

_____

_____

APPENDIX B

CLASS SURVEY[40]

1. Have you ever considered dropping out of this class?

   Yes _____ No _____

2. Whichever way you checked the above question, please state below why you checked it the way you did.

   _____

   _____

   _____

3. If you were to drop out (for reasons other than it being physically impossible for you to attend), how do you think you would feel about it if the teacher tried to "follow up" with a letter or telephone call? Check one or more.

   a. Think it none of his business _____

   b. Would be o.k., but I expect I would probably have a hard time giving the real reason _____

   c. Would probably be pleased to know that my attendance was missed _____

   d. Other _____

      _____

---

[40] Ibid., p. 39.

APPENDIX C

EVALUATION OF

INSTRUCTIONAL MATERIALS

used in

RAPIDES PARISH SCHOOL BOARD SKILL CENTER

Name of Material:

Cost:

Company:

Copyright Date:

TEACHABILITY

Superior	Average	Inferior
☐	☐	☐

APPROPRIATENESS FOR ADULTS

Suitable	Fair	Unsuitable
☐	☐	☐

Comments:

_____

Signature

_____

Date

SEQUENTIAL SKILLS

Grades 0 - 3

Grades 4 - 8

Grades 9 - 12

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SEQUENTIAL SKILLS

Grades 0 - 3

LANGUAGE ARTS

The language arts program for adults involves the acquisition of the essential habits, attitudes, understandings, and skills which represent one's abilities in oral and written communication, listening, spelling and reading. It is apparent that these language skills are in greatest need of development. The teachers of adults must speak in a language that adults will understand, and yet maintain good usage.

Each area of the language arts program of instruction has its own skills and understandings; however, they should be closely related to the reading activities.

Reading

Reading is the basic tool of education and life. An individual who cannot read is unable to perform certain tasks necessary for normal, productive lives such as: follow road signs, follow written directions, be a wise consumer, complete applications, and numerous other normal functions.

The basic education teacher must build confidence in reading and create an atmosphere of success, built on improved reading skills. The instructional challenge at the lower level includes preparation for and teaching the mechanics of reading. It is most important that a teacher determine reading level and diagnose deficiencies. Much of the knowledge about the teaching of reading has been learned from a pattern of extremes. The teacher of adults who has at his disposal a variety of techniques for teaching reading, and a flexible attitude toward the application of them, will achieve best results.

The reading program must accommodate a wide range of reading needs varying from activities for the non-reader to necessary skills for those who need to improve their speed and comprehension. It should be an integral part of the total program by the integration with all other subject areas.

The skills listed in the reading section of the guide are basic to reading with understanding. When a reading lesson is presented, a definite skill should be incorporated into the lesson. Present only one skill at a time, and be sure the students understand and make use of the skill.

Skills should be taught in sequential order of difficulty insofar as possible. Alphabetizing cannot be taught without first teaching the alphabet. It is not enough for the teacher to teach skills alone. Teachers need to keep in mind that reading offers opportunity to acquire new information, understanding, and attitudes.

Objectives of the reading program are for each student to be able to:

1. read and understand materials related to his occupation
2. be an independent reader
3. read for enjoyment
4. read to become a better informed citizen
5. read critically
6. display an interest in reading
7. comprehend through understanding what is read and recall pertinent facts
8. increase his reading speed.

Reading Skills - Level O

I. Visual coordination
   1. Left - right progression
   2. Left - right progression with return sweep

II. Auditory discrimination - hearing likenesses and differences
   1. Recognizing rhyming words and sounds
   2. Listening for and giving initial consonant sounds
   3. Listening for and giving final consonant sounds
   4. Understanding of short and long vowel sounds
   5. Capable of hearing words that sound alike
   6. Knowledge of letter name and sound concept

III. Visual discrimination
   1. Alphabet recognition
      a. Difference between capitals and lower-case letters
      b. Letter configuration
   2. Word configuration

IV. Word recognition
   1. Picture - word association
   2. Sight words - students need a supply of words which they recognize in print before the actual process of reading can be started. Sight words may be presented with flash cards along with pictures. Teachers should obtain a word list of most commonly used words. One such list is "The Functional Word List for Adults," by Adele Mitzel.
   3. Phonetic analysis
      a. Recognizing initial consonants
      b. Recognizing final consonants
      c. Recognizing short and long vowels
      d. Recognizing consonant blends
      e. Introduction to consonant digraphs as single sounds
   4. Structural analysis
      a. Word patterns and analogy
      b. Inflectional endings (s, es, ed, ing)

V. Comprehension
   1. Listening for main idea
   2. Listening for significant details
   3. Context clues to meaning

4. Sequence of events
5. Drawing conclusions
6. Predicting outcomes
7. Making inferences

Reading Skills - Level 1 - 4

I. Auditory discrimination skills
   1. Preview basic skills as needed
      a. Rhyming words
      b. Initial consonant sounds
      c. Final consonant sounds
      d. Short and long vowel sounds
      e. Words that sound alike
   2. Relate to phonetic analysis in word recognition

II. Visual discrimination skills
   1. Review alphabet recognition as needed
   2. Learning to alphabetize
   3. Using letter and word configuration

III. Word recognition skills
   1. Sight words
   2. Phonetic analysis
      a. Initial consonants - (b, c, f, m, s, g, v, x, z, soft c and g)
      b. Final consonants - (d, k, p, t, m, n)
      c. Short and long vowels
      d. Consonant digraphs - (ch, th, wh)
      e. Vowel digraphs - (ai, ay, ea, ee, oa, au, aw)
      f. Diphthongs - (oi, oy, ou, ow)
      g. Consonant blends - (two letter blends such as: sc, al, sm, sn, sp, fr, fl: three letter blends such as: str, thr, spl, spr)
      h. Silent letters
      i. Application of phonetic analysis to new or unfamiliar words
      j. Silent consonants - (kn, ur, gn)
   3. Structural analysis
      a. Syllables
      b. Word patterns and analogy
      c. Root words

d. Suffixes (s, ed, ing, est, ly, ful, ness, y, etc.)

e. Prefixes - (a, al, be, dis, ex, re, in, etc.)

f. Compound words

g. Contractions

h. Possessives

i. Plurals

4. Making further use of context clues

IV. Comprehension skills

1. Main idea

2. Significant details

3. Context clues to meaning

4. Sequence of events

5. Drawing conclusions

6. Predicting outcomes

7. Making inferences

8. Following directions

9. Word meaning

10. Recalling pertinent facts

11. Understanding directions

V. Location skills

1. Recognizing parts of a book

2. Using parts of a book

3. Locating a story by page number

4. Using simple maps or globes

5. Use of dictionary and telephone directory

VI. Putting words together for meaning

1. Sentence concept

2. Paragraph concept

3. Punctuation

VII. Functional reading skills

1. Developing ability to read simple signs - (no parking, danger, bus stop, exit, yield, etc.)

2. Reading and completing forms

3. Want ads

VIII. Reading with expression

IX. Increasing vocabulary - (synonyms, antonyms, etc.)

X. Identification of new words by application of skills

Listening

Listening is a very important tool of communication. Through the development of listening skills, each student will be better prepared to make a contribution to daily activity.

Objectives of the listening program are for each student to be able to:

1. use good listening habits.
2. demonstrate an enjoyment and appreciation from listening.

Listening Skills

I. Listen politely: refrain from interrupting

II. Listen for appreciation

III. Pay careful attention: listen for fact, opinions, and information

IV. Follow the logical sequence of a discussion

V. Increase vocabulary from listening

VI. Receive and follow directions accurately

VII. Acquire a feeling for correct word forms and sentence elements

VIII. Difference between hearing and listening

IX. Obtaining the main idea from listening

X. Skill of concentrating while listening

Speaking

Speaking is a very important tool of communication. Through the development of speaking skills, each student will be better prepared to make a contribution to daily activity. Effective oral communication may result in increased self-respect through knowledge and self-confidence.

After the student has acquired reading and writing skills, most communication is oral. The undereducated adult may lack self-confidence in oral expression and need reassurance of the teacher. Patience for the varied speech patterns among the students must be shown. The teacher should provide a model of effective speech and conversation combining good usage, correct pronunciation, and facility in speaking.

Objectives of the speaking program are for each student to be able to:

1. use correct English when speaking
2. demonstrate confidence while speaking
3. exercise principles of etiquette while exchanging ideas with other people.

Speaking Skills[1]

I. Conversation.

1. How to start a conversation.
2. Contribution of ideas.
3. How to engage pleasantly in conversation.
4. How to stay on a topic.
5. Use of the following as sources of conversation:

   a. hobbies
   b. sports
   c. vacations
   d. holiday experiences
   e. films
   f. radio and TV programs

6. Consideration of the sensitivities and interests of the listeners.
7. Use of a variety of words.
8. Use of the correct or appropriate words.

II. Discussion and Planning.

1. Establishment of the purpose of the discussion.
2. How to select appropriate topics.
3. How to stay on the topic.
4. Avoidance of repetition.
5. A showing of respect for others
6. Avoidance of monopolizing a discussion.

III. Directions, explanations, announcements, and messages.

1. Use of brevity.

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[1] Adult Basic Education, Curriculum Bulletin No. 600 (Cincinnati Public Schools, 1968), pp. 22-23.

2. Clear explanations.
3. Conciseness in giving directions.
4. Use of orderly sequences.
5. Preparation of what is to be said.
6. Complete messages.
7. Consideration of the purposes of the listeners.

IV. Retelling.

1. Use of stories of suitable length.
2. Use suitable subjects.
3. Use of stories of high interest.
4. How to follow a story accurately.
5. Use of the correct words.

V. Language courtesies.

1. The learning of acceptable greetings and introductions.
2. Development of poise and confidence.
3. How to order from a menu.
4. Respect of privacy, feelings and needs of others.
5. Observance of courtesies to an audience.

VI. Pronunciation and enunciation.

1. The sounding of initial and final consonants.
2. Use of lips, tongue and teeth to enunciate precisely.
3. Pronunciation of every syllable.

VII. Thought organization and sentence sense.

VIII. Correct usage and good grammar.

Language

Language Skills

I. Capitalization

1. First word in sentence and in line of verse
2. The word "I"
3. Proper names and titles: person, month, day, street, town, state, country, common holidays
4. Abbreviation of proper names
5. Titles before names: Miss, Mr., Mrs.
6. In letters: greeting and closing
7. Titles: books, reports, stories, lists, outlines

II. Punctuation

1. Use of period after statement, command, abbreviations
2. Use of comma after greeting and closing, address, date
3. Question mark
4. Apostrophe in contractions

III. Paragraph

1. Indentation
2. Correct sentence form in paragraph

IV. Sentence sense

1. Develop concept of the sentence as a complete thought
2. Understand need for three kinds of sentences - statement, question, and command
3. Eliminate run-on sentence
4. Compose correct original sentences

V. Correct usage

1. Learn to use words correctly:

a. come, came, come
b. see, saw, seen
c. bring, brought, brought
d. do, did, done
e. is, are, were, was
f. isn't, aren't
g. wasn't, weren't
h. have, has
i. burst, bursting
j. run, ran, run
k. go, went, gone

2. Use pronouns "I" and "me" in correct order
3. Use "those" and "them" correctly

VI. Grammar

1. Learn function of verbs
2. Learn function of nouns
3. Learn function of adjectives

Spelling

The need for developing spelling skills will be related by students in their daily experience. The spelling program should emphasize individual needs of students and not memorization of rules of spelling. A major approach for teaching spelling will, therefore, be centered around students' common spelling errors and observed lack of reference skills in the use of the dictionary.

Objectives of the spelling program are for each student to be able to:

1. spell frequently used words correctly.
2. use the spelling skills to spell words correctly.
3. use the dictionary to spell words correctly.

Spelling Skills

I. Learning to hear, say, and spell conventional sounds: b, long and short vowels, t, sh, ch, etc. (phonetic analysis)
II. Learning to spell the past-tense of verbs
III. Ability to find out correct spelling of any word
IV. Habit of spelling all words correctly in written work
V. Mastery of commonly-used contractions
VI. Ability to detect mis-spellings in editing own papers
VII. Ability to spell words in sight-word vocabulary
VIII. Ability to spell words that relate to areas studied
IX. Learning to spell singular and plural forms of words

Writing

In the initial stages of teaching handwriting, the teacher will want to develop letter formation in words that are related to the student's vocabulary, one's name, safety signs, etc. The need of handwriting skills can be most easily conveyed to adults through purposeful activities. Either cursive or manuscript writing may be taught. However, most authorities suggest that manuscript writing should be taught first, then make a transition to cursive writing.

The student should understand that manuscript letters are formed by straight lines, circles, or a combination and modification of the two: that cursive writing consists of upward loop letters, oval letters, rounded letters, and pointed letters.

Written words rather than isolated letters are more challenging to adults.

Objective of the writing program is for the student to be able to:

1. demonstrate necessary writing skills.

Writing Skills

I. Manuscript writing[2]

1. To understand that circle letters are:
   a, b, d, g, o, p, and q
2. To understand that curved letters are:
   c, e, f, h, m, n, r, and u
3. To understand that the straight line letters are:
   b, d, h, i, k, l, and t
4. To understand that the slant line letters are:
   k, v, w, x, and z
5. To understand that below the line letters are:
   g, j, p, q, and y

II. Cursive writing[3]

1. To understand that the upward loop letters are:
   b, e, f, h, k, and l
2. To understand that the oval letters are:
   a, e, d, g, o, and q
3. To understand that the rounded letters are:
   m, n, v, x, y, and z
4. To understand that the pointed letters are:
   i, j, p, r, s, t, i, and w

III. Procedure for teaching manuscript[4]

1. Begin to write all letters at the top
2. Make all letters with straight lines and circles
3. Move from left to right in writing letters
   Example: In writing "a" or "d" make the circle and then the vertical line

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[2]Curriculum Guide to Adult Basic Education, Beginning Level. U.S. Department of Health, Education and Welfare, Office of Education (Washington, D.C., 1966), (OE-13031), p. 146.

[3]Ibid.

[4]Adult Basic Education. Division of Continuing Education, Cincinnati Public Schools, Cincinnati, Ohio, 1968, pp. 46-47.

4. Make all capital and tall letters two spaces high and small letters one space high
5. Space circular letters close together
   Example: good
6. Circular and vertical letters are farther apart
   Example: hold
7. Vertical letters are farthest apart
   Example: hill
8. Space words two fingers apart for newsprint, one finger apart for first attempts on ruled paper and the width of an O when size of writing is reduced
9. All writing should be straight. Ruled paper is preferred

IV. Procedure for teaching cursive[5]

1. Sounding of letters
2. Writing the letters
3. Showing letter forms
4. Forming the letters both capital and small
5. Spacing between letters
6. Placing letters correctly on lines and spaces
7. Keeping letters in proportion
8. Tracing letters for practice
9. Spacing words
10. Writing capital letters
11. Writing lower case letters

[5]Curriculum Outline for Adult Basic Literacy and GED Classes. Alton Community Unit School Committee, Alton, Illinois, 1966, p. 4.

ARITHMETIC

Instruction in arithmetic provides the adult with an opportunity to develop skills and understandings basic to everyday living. Day-to-day living requires a knowledge of these skills in order to make better decisions in budgeting time and money, purchasing goods, and services, and in using other business knowledge.

Objectives of the arithmetic program are for each student to be able to:

1. use practical mathematical problems in his everyday life.
2. explain the meaning and purpose of numbers and the development of the numbers system.
3. use old skills and apply new skills to meet his needs.
4. use a basic arithmetic vocabulary.
5. identify: addition, subtraction, multiplication, division, fractions, percentages, measurements, money system, simple charts, and graphs.
6. exhibit neatness, accuracy, and speed.
7. explain taxes, interest, and insurance.
8. plan and budget family finances.
9. list the basic principles of checking accounts, savings accounts, loans, and Social Security benefits.

Arithmetic Skills

I. Counting
   1. 1 - 1,000.
   2. By 2's, 5's, and 10's.

II. Relationships and uses of ordinal numbers thru 100.

III. Mathematical vocabulary - add, subtract, less, more, sum, etc.

IV. Read and write numerals 1 - 1,000

V. Spelled-out forms of numerals

VI. Place value - 5 places

VII. Reading and writing sums of money

VIII. Basic addition
   1. Learning simple addition facts
   2. Adding larger numbers
   3. Carrying in addition
   4. Using a number and zero in addition
   5. Checking the sum

IX. Basic subtraction
   1. Learning simple subtraction facts
   2. Subtracting larger numbers
   3. Borrowing in subtraction
   4. Using a number and zero in subtraction

5. Checking by addition

X. Basic multiplication

1. Learning simple multiplication facts
2. Carrying in multiplication
3. Estimating in multiplication
4. Multiplying by one and two place numbers
5. Multiplying a number by zero and one
6. Checking the product

XI. Basic Division

1. Learning simple division facts
2. Dividing by one divisor
3. Checking by multiplying
4. Dividing with remainders
5. Dividing a number by itself and zero by a number

XII. Write and understand a fractional part - ($\frac{1}{2}$ hour, $\frac{3}{4}$ mi., $\frac{1}{2}$ lb., $\frac{1}{4}$ off)

XIII. Basic measurements

1. Time
2. Linear measurements
3. Coins and money
4. Liquid measure
5. Dry measure
6. Distance

XIV. Recognize simple geometric forms

XV. Interpreting simple graphs and charts

XVI. Functional mathematical understandings

1. Location of places by number
2. Time-and-a-half overtime
3. Percent as it applies to buying on time
4. Taxes
5. Insurance
6. Social Security
7. Banking
8. Loans

SOCIAL STUDIES

The teacher will find that social studies material lends itself well to the organization of units of study in the classroom. In many classrooms this part of the program is the only part where the group participates as a whole rather than individual study.

The social studies can be drawn upon to teach the language arts and arithmetic skills, abilities, and understandings.

At the lower level, much of the social studies teaching will be oral because of the limited reading skills of the student. Learning can be enriched through the use of many non-reading techniques such as films and filmstrips, resource people, pictures and group discussions.

Objectives of the social studies program are:

1. Students can relate important historical events in our national history.
2. Students can name outstanding people who have contributed to our national history.
3. Students can relate principles of Democracy.
4. Students keep abreast of current events.
5. Students can explain organization, structure, and function of all levels of government.
6. Students accept responsibilities of citizenship.
7. Students accept the basic understanding that societal living demands are in accordance with established rules and social controls.
8. Students are contributing citizens.

Social Studies Skills

I. Citizenship
   1. Difference between native-born and naturalized citizens
   2. Responsibilities
      a. Interest in local, state, and national issues
      b. Duties and qualifications of public officials
      c. Registration to vote - and voting
      d. Jury duty and requirements
      e. Pride in home and neighborhood
   3. Privileges
      a. The vote
      b. Service to community
      c. Public education
      d. Service in Armed Forces
      e. Freedom of religion, speech, assembly, press
      f. Right to life, liberty, and pursuit of happiness.
      g. Welfare benefits

II. Government
   1. Local

a. Structure - city, parish
b. Understanding how financed
(1) Taxes
(2) Sale of services - water, sewage
(3) Fines
c. Functions of government
(1) School board
(2) Police jury
(3) City council
(4) Special committees, etc.
d. Departments and services
e. Laws and courts

2. State
a. Structure
b. Understanding how financed
c. Functions of government
d. Departments and services
e. Laws and courts
(1) Marriage
(2) Divorce
(3) Voting qualifications
(4) Compulsory education laws
f. Taxes

3. Federal
a. Structure
b. Taxes
c. Social Security
d. Minimum wage laws
e. Principles and objectives on which our government is based
(1) Declaration of Independence
(2) Constitution and Bill of Rights

III. Community resources

1. Using community services and resources
a. Educational opportunities
b. Employment opportunities
c. Housing
d. Health agencies
e. Personal counseling
f. Legal counseling

g. Recreational facilities
h. Government services
i. Political parties
j. Police department
k. Fire department
l. Public works
m. Social agencies

2. Living in the community
a. Duties and responsibilities of the citizen
b. Voting requirements
c. Rights of others
d. Respect for the law
e. Privileges of citizens

3. Participating in community activities
a. Civic organizations
b. PTA and school functions
c. Churches

4. Orientation of neighborhood

IV. Cultural contributions
1. Original Americans were the Indians
2. Man lives differently in different places on earth
3. Understanding problems of foreigners
4. Acquaintance with cultural services provided by the city or community
5. Educational opportunities

V. Current events
1. Interest in current affairs and understanding how current affairs are important to all people
2. Sources of information concerning current events

VI. Communication
1. Importance of communication with others
2. Use of telephone and Western Union
3. Methods of communication
4. Communication of current affairs

VII. Transportation
1. Value, purposes, and types of transportation
2. Understanding how dependent people are upon transportation
3. Associating transportation with job opportunities

VIII. American history
1. Heritage of our country
2. American symbols

a. Flag
b. National anthem
c. Pledge of Allegiance
d. Constitution

3. National holidays
4. American heroes
5. Basic American history facts, such as:
   a. Who discovered America?
   b. First permanent English settlement
   c. Why the Pilgrims came to America
   d. Reasons for Revolutionary War
   e. Declaration of Independence
   f. Civil War

IX. Occupations
1. Work is important to all citizens and to our country
2. Job opportunities
3. Job qualifications

X. Cardinal directions
1. Maps
2. Globes

SCIENCE

Science is often abstract to the undereducated but interest may be generated. A definite and concrete approach by the teacher will aid the adult in understanding the value of science in his everyday life.

A knowledge of good health and safety standards are important in helping the undereducated adult become a more contributing member of the community. To many, this includes the preparation for entrance into the working world. Good health, cleanliness, and good grooming are important in the working world. Correct posture, dental health, body disorders, and safety precautions are a natural part of the basic curriculum.

In the area of science and health the teacher can introduce community resources into the classroom.

Objectives for the science program are:

1. Students include all basic foods in daily diet.
2. Students select foods for a balanced diet.
3. Students make use of different food sources and substitutes.
4. Students can explain general body plan.
5. Students demonstrate proper personal and environmental health habits.
6. Students can relate illness and disease to health.
7. Students make use of local health agencies.
8. Students can explain the nature and sources of accidents.
9. Students exercise responsibility in making the home and community safe for everyone.
10. Students can relate the causes of fire and its prevention.
11. Students are able to use simple first-aid procedures.
12. Students can relate the far-reaching effect of science upon man.
13. Students can relate natural phenomena and their effects upon man and environment.
14. Students are able to explain the basic facts of science.
15. Students practice principles necessary for conservation of natural resources and prevention of pollution.

Science Skills

I. Health
   1. Planning a balanced diet
   2. Selection of foods which contain vitamins, minerals, and body-building needs
   3. Cleanliness habits
   4. Symptoms of disease and common illnesses
   5. Care of eyes, ears, teeth
   6. Human body
      a. Blood circulation
      b. Digestive system
      c. Respiratory system
      d. Senses
      e. Parts and function of main organs

7. Air and water pollution related to health
8. Preventive health
9. Children's diseases
10. Immunizations
11. Food stamp plan
12. Personal health
13. Effects of alcohol, tobacco, and narcotics

II. Safety
1. Care of common and minor injuries
2. First aid supplies
3. First aid rules
4. How to get a doctor or ambulance
5. Prevention of accidents in the home
6. Phone numbers of fire department, police, health services
7. Basic driving rules
8. Basic rules for pedestrians
9. Fire safety
   a. Causes
   b. Prevention
10. Care of the sick
11. Nature and common sources of accidents

III. Basic Science facts
1. Dependence of man upon plants and animals
2. Identify harmful animals and insects
3. Simple earth science
   a. Earth is made of layers of rock
   b. Minerals are obtained from the earth
   c. Cause of day and night
   d. Effect of seasons upon man's activity
4. Develop interest in space exploration
5. Kinds of energy
   a. Atomic
   b. Heat
   c. Electricity
6. Physical and chemical change
7. Effect of latitude and elevation upon plant and animal life
8. Recognizing and interpreting changes in the weather
9. Effect of weather on surface of the earth
10. Causes of heat
11. Appreciation of science as related to agriculture and industry
12. Basic knowledge of solar system and universe
13. Air and oxygen

STUDY SKILLS

Adults must be guided in study skills in a refreshing manner. The following suggestions are made for the teacher to use directly with the material studied for the student as he needs it.

I. Facilities for study
II. Use of study material
III. Skimming
IV. Reading with a purpose
    1. For information
    2. For enjoyment
V. Word usage
VI. Note taking for personal use
VII. Pacing
VIII. Specific aids
IX. Signs of subject areas

I. Facilities

Location of study at school or home should be as quiet and comfortable, and as well Lighted as possible.

II. Use of study material

The student needs to be shown the make-up of the study material. What and where is the:

1. Title
2. Author
3. Table of Contents
4. Chapter headings
5. Pagination
6. Bold face type
7. Index
8. Glossary
9. Study aids - questions

III. Skimming

If a question is asked about a person or date, the student can be shown that he can find capital letters and numerals quickly on a page. Actual trials should be practiced.

IV. Reading with a purpose

A teacher should guide an adult student into the habit of asking himself before reading, "Why am I reading this?" If this is information, then the next question is, "What information?" Actual scribbled notes add motivation to the reading. Title often gives rise to questions. If not, table of contents will. If this reading is for pleasure, then the only purpose: Relax and Enjoy!

V. Word and/or numeral usage

A new word during each class session can be a goal. This must be fostered with encouragement for meaning, use in context orally, and carry-over later. An adult teacher may keep notes on student's new words to make them usable between the two of them.

VI. Note taking for personal use

If the teacher explains that notes are for one's own use, a word to remember, a word to look up later, a saying worth keeping, a question to be looked up - then the student will see more reason for taking notes.

VII. Pacing

A reader needs to know that he can read at the rate he can understand. It's perfectly all-right to read very slowly, if it takes that pace to gain the information. If one is reading the funny paper, he can hurry through or skip it. But the student needs to know that he can pace for purpose.

VIII. Specific aids

One studies different materials in different ways. The teacher can show how we use:

1. Television commercials
2. Signboards
3. Maps
4. Pictures
5. Cartoons
6. Slogans
7. News headlines

IX. Signs of subject areas

Every subject has its own specific terminology. The student needs to know the meaning of signs and symbols for comfortable study of this respective material.

1. Traffic signs–safety
2. Mathematical symbols
3. Map legends
4. Abbreviations
5. Marks of punctuation
6. Dictionary symbols
7. Weather signs
8. Instruments of measurement

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SEQUENTIAL SKILLS

Grades 4 - 8

LANGUAGE ARTS

Reading

There are millions of adults in the United States reading at the elementary level. Having mastered the mechanical aspects of reading, they can respond automatically to most of the 1,000 most frequently used words. They can now read most of the words in books, magazines, or newspapers of average complexity.[1]

At this level students concentrate more on reading to learn than learning to read. Although reading for fluency is still practiced, the greater emphasis now is on interpretation and comprehension. The student also needs to continue building his reading vocabulary so that he can recognize the thousands of less frequently used words necessary to get the full meaning of adult reading material. Therefore, work on comprehension must accompany vocabulary building.[2]

As the adult reaches the intermediate stage, he is no longer learning to read and he is not restricted to reading to learn. He is ready to learn to read with ease and for enjoyment almost anything for almost any purpose.

To improve his comprehension, the adult must be guided in seeking deeper and more exact meaning.[3]

As a reading program develops with undereducated adults and out-of-school youth, it becomes apparent to the teacher that emphasis in reading need be on comprehension and interpretation skills as well as the strengthening of recreatory reading skills.[4]

Objectives of the reading program are for each student to be able to:

1. comprehend through understanding what is read and interpret the main idea.
2. use word recognition skills.
3. extend his vocabulary.
4. read for information.
5. use functional reading skills.
6. locate pertinent facts.
7. use organizational skills.
8. read for enjoyment.
9. read critically.
10. read to become a better informed citizen.
11. recognize that the speed of reading depends on the type of material being read.

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[1] Teaching the Disadvantaged Adult (Washington, D.C.: NAPSAE (Originally published by Georgia State Department of Education)

[2] Ibid.

[3] Ibid.

[4] Adult Basic Education, Curriculum Bulletin No. 600, Division of Continuing Education (Cincinnati Public Schools, 1968), p. 86.

Reading Skills

I. Comprehension Skills
   1. Finding the main idea
   2. Reading for information
   3. Understanding that a sentence is a unit that states a thought or asks a question
   4. Interpreting the main idea
   5. Forming conclusions and predicting outcomes
   6. Distinguishing between facts, fantasy, and opinion
   7. Recalling specific facts
   8. Following directions
   9. Recognizing cause and effect
   10. Interpreting motives of characters in a story
   11. Comparing and contrasting ideas
   12. Selecting pertinent facts to remember
   13. Re-reading to verify or recall
   14. Reading to gain implied ideas
   15. Finding significant details

II. Word Recognition Skills
   1. Contextual clues
      a. Using context of a sentence or phrase as a clue to recognition of a new or unfamiliar word
      b. Associating words with meanings and ideas
   2. Configuration clues
      a. Contrasting and comparing the form of words as an aid to word recognition
      b. Studying the general appearances of words
         (1) tallness and length
         (2) vertical characteristics
         (3) ascending and descending letters of word patterns
         (4) double letters
   3. Phonetic analysis
      a. Recognizing initial and final consonants
      b. Recognizing other consonant sounds and consonant blends
      c. Recognizing and producing long and short vowels
      d. Recognizing silent letters
      e. Recognizing diagraphs and diphthongs
      f. Adapting known speech sounds to new or unfamiliar words as an aid to word recognition
      g. Recognizing that a letter has more than one sound
      h. Using a dictionary and glossary as a guide to the pronunciation of words

i. Recognizing that different letters or combinations of letters may represent the same sounds

j. Becoming aware of the pronunciation key in the dictionary and glossary

4. Structural analysis

a. Root words

b. Prefixes and suffixes

c. Syllables

d. Inflectional forms

e. Compound words

f. Contractions

g. Possessives

h. Word patterns and analogy

j. Plurals

III. Vocabulary Building Skills

1. Expand sight vocabulary

2. Recognizing and using synonyms, antonyms, and homonyms

3. Accumulating a reading vocabulary of words needed in the adult world, as well as a more technical vocabulary

IV. Information Reading

1. Reading to gain information

2. Reading to answer questions

3. Reading to solve problems

4. Reading at different speeds for different purposes

V. Functional Reading Skills

1. All skills in primary level

2. Newspaper comprehension

3. Written directions

4. Improving reading speed and comprehension

5. Materials reflecting student interest, occupational and vocational

VI. Location Skills

1. Learning to use many sources to locate information

a. Table of contents

b. Title page

c. Index or appendix

d. Glossary

e. Dictionary

f. Encyclopedia

g. Reference books

h. Charts, graphs, maps, globes

i. Footnotes and bibliographies

2. Dictionary Skills
    a. Locating the part of the dictionary in which a certain word is listed
    b. Using alphabet to locate a word in the dictionary
    c. Using guide words
    d. Selecting the appropriate definition
    e. Using the dictionary as a guide to pronunciation by noting the syllables, accent marks, and the long and short diacritical marks

VII. Organizational Skills
    1. Recalling events of a story in proper order
    2. Selecting the main idea of a paragraph as an aid to organizing information
    3. Preparing simple outlines with the teacher
    4. Summarizing a story
    5. Finding the topics of a paragraph as an aid to beginning an outline
    6. Beginning to outline: two or three main headings

VIII. Recreational Reading
    1. Reading for enjoyment
    2. Getting acquainted with our literary heritage

Listening

Listening is a skill involved in all areas of the curriculum. From the first, the student must be made aware of hearing and active listening. Some will have to learn to shut out distractions; others will have to be sensitized to discriminating between the sounds that should be shut out and those that should be allowed to get through.[5] When this is accomplished, the students' listening skills will be sharpened and they will be better prepared for more complex listening activities.

Objectives of the listening program are for each student to be able to:

1. increase observation and intake through using good listening habits.
2. listen to increase appreciation and skills.

Listening Skills

I. Recall specific information heard
II. Acquire a feeling for correct word forms and sentence elements
III. Recall material required to answer specific questions
IV. Follow the logic and sequence of a discussion
V. Receive and follow directions and messages accurately
VI. Take notes during a talk or report
VII. Summarize an oral report
VIII. Evaluate radio programs and television presentations
IX. Enrich vocabulary and background for use in oral and written expression.[6]

[5]Monroe C. Neff, Adult Basic Education Seminar Guide (Chicago, Educational Opportunities Project, 1966), p. 68.

[6]A Guide for Teacher Trainers in Adult Basic Education (Washington: NAPSAE, 1966), Chapter III, pp. 36-37, 40.

Speaking

Speaking should be directed primarily at developing ease of expressions and awareness of group interaction. As students develop skill, they should be introduced to forms of speaking that will enrich their personal lives, enable them to participate more fully in community life, and help them in vocational preparation: e.g., oral reading as a means of sharing ideas and arriving at solutions to problems, job interviews as a means of getting a job or advancing to a higher position.[7]

Objectives of the speaking program are for each student to be able to:

1. display self-confidence in expressing themselves.
2. possess self respect.
3. use effective oral communication.
4. increase knowledge through effective exchange of ideas.

Speaking Skills

I. Voice
   1. Speak clearly and loudly enough for all to hear
   2. Speak with meaning and feeling
   3. Improve pitch, volume, tone quality, inflection, and self-analysis

II. Pronunciation
   1. Pronounce words clearly and correctly with attention to correct vowel sounds and to beginnings and endings of words.
   2. Practice initial and final k, d, l, lf, es, lves, and t.
   3. Learn to use pronunciation aids in dictionary, such as syllabication, accent marks, and diacritical marks.
   4. Practice pronouncing every syllable.
   5. Eliminate reversals of letters, words that have more than one pronunciation.[8]

III. Discussion
   1. Have class discuss a general topic with which all are familiar.
   2. Have small group discussion in which participants can express personal views.

IV. Reports
   1. Have group dictated reports where all will have a prepared topic.
   2. Have a committee-prepared report where all will contribute and one person will read orally.
   3. Have individual reports where the participant will express himself orally with his chosen topic.

V. Role Playing
   1. Have students take part in a job-situation interview.
   2. Have students read aloud or in groups.

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[7]Monroe C. Neff, Adult Basic Education Seminar Guide (Chicago, Educational Opportunities Project, 1966), p. 68.

[8]A Guide for Teacher Trainers in Adult Basic Education, op. cit., Chapter III, pp. 35, 37, 40.

Language

Language is a communication skill. Communicating is transmitting and receiving. In order for adult students to communicate effectively, they must master certain skills to express their thoughts and feelings. Students' capabilities should be so expanded as to develop their ability to obtain meaning, follow directions, and to learn the correct usage of words.

We, as educators, must help students recognize their capabilities. The students must be motivated; that is, create within them the desire or need for something specific, help them to gain self-confidence and persistence. Then goals may be set and attained and transmitting and receiving made more effective.

Objectives of the language program are:

1. Students will use capital letters correctly in all written work.
2. Students will punctuate all written work correctly.
3. Students will construct and write correct sentences.
4. Students will recognize and develop effective paragraphs.
5. Students will recognize and use the parts of speech.
6. Students will use the dictionary and reference materials.
7. Students can group related ideas and arrange them logically.
8. Students can communicate through the mail.
9. Students can recognize and use good grammar.

Language Skills

I. Capitalization
   1. Names of persons, pets, initials, and titles
   2. Names of schools, companies, particular places and things
   3. Names of languages, races of people, and nationalities
   4. Names referring to God and the Bible
   5. The first word and all important words in titles of books, stories, poems, and songs
   6. The first word in each direct quotation
   7. Titles (Mother, Father, Doctor, etc.) when used in place of a name

II. Punctuation
   1. Use of period after statement, command, abbreviations, and initials
   2. Use of comma after greeting and closing, address, date, in a series, to set off "Well," "Yes," and "No" at the beginning of a sentence, in quotations, and between clauses in a compound sentence
   3. Use of exclamation mark after an exclamatory sentence
   4. Apostrophe in contractions and possessives
   5. Question marks at the end of questions
   6. Use of quotation marks to show the exact words of the speaker
   7. Use of a hyphen to divide a word at the end of a line

8. Use of a colon after the salutation of a business letter, in writing time, and introducing a list

III. Paragraph
1. Indentation
2. Correct sentence form
3. Topic sentence
4. Unification of sentences
5. Summary sentence
6. Types of paragraphs
a. Explanation
b. Description
c. Narration
d. Conversation

IV. Sentence Sense
1. Types of sentences
a. Declarative
b. Imperative
c. Interrogative
d. Exclamatory
2. Structure of a sentence
a. Simple
b. Compound
c. Complex
3. Main parts of sentences - a subject and a predicate
4. Sentence patterns
5. Subject - verb agreement

V. Correct Usage
1. Teach, learn
2. May, can
3. Took, take, taken
4. Eat, ate, eaten
5. Draw, drew, drawn
6. Know, knew, known
7. Give, gave, given
8. Lie, lay, lain
9. Ride, rode, ridden
10. Freeze, froze, frozen
11. Good, well

VI. Grammar

1. Teach the basic grammar rules for:
   a. shall or will
   b. is or am
   c. who or whom
   d. like or as
   e. any or no

VII. Parts of Speech
   1. Nouns
      a. proper and/or common
      b. abstract or concrete
      c. collective
      d. formation of plurals
      e. formation of possessives of singular and plural
   2. Pronouns
      a. personal
         (1) masculine, feminine, neuter
         (2) first person, second person, third person
      b. indefinite
   3. Verbs
      a. transitive
      b. intransitive
      c. tense
   4. Modifiers
      a. Adjectives
         (1) positive, comparative, superlative
      b. Adverbs
         (1) positive, comparative, superlative
   5. Connectives
      a. prepositions
      b. conjunctions

VIII. Correspondence
   1. Writing a letter
      a. friendly letters
         (1) parts of a letter
         (2) form
      b. business letters
         (1) parts of a letter
         (2) form
      c. invitation

(1) parts of a letter

(2) form

X. Outlining

1. Kinds of outlines

a. sentence

b. topic

2. Forms

a. for books and essays

b. for factual newspaper articles

XI. Reference Skills

1. Dictionary

a. Alphabetical arrangement of words

b. Division into three parts

(1) front

(2) back

(3) middle

2. Use of encyclopedia

3. Use of telephone directories

4. Use of newspapers

Spelling

Word study is a part of the instructional program and should be adopted to meet the individual needs. Practical basic word lists need to be established with each group and continuous evaluation is required.

Teachers will want to work toward student independence in word attack as well as greater skills and frequent use of the research skills. The teacher must so arrange the work that each adult is dealing with words that have meaning to him and are within his ability to master. Emphasis should be placed on learning a method of attacking new words and a sense of responsibility for learning spelling.

Objectives of the spelling program are for each student to be able to:

1. spell the words in the sight-word vocabulary.
2. detect misspellings.
3. spell all words correctly in written work.
4. use the dictionary in order to make sure words are spelled correctly, if in doubt.
5. correlate reading and English skills in order to gain proficiency in spelling.

Spelling Skills

I. Ability to spell words in sight-word vocabulary
II. Ability to spell words that relate to areas studied
III. Ability to form plurals by adding s or es and by changing the form of the words
IV. Ability to detect misspellings in editing own papers
V. Habit of spelling all words correctly in written work
VI. Ability to use the dictionary skills
VII. Ability to use syllabication skills
VIII. Learning abbreviations, contractions, homonyms and synonyms in spelling lists
IX. Dropping the final e before adding ing
X. Learning pronunciations by accented syllables and how to apply this as a spelling aid
XI. Ability to make new words from known words by adding prefixes and suffixes

Writing

Writing is a tool to use in communication and it involves two persons—the writer and the reader. The adult can grow in writing through motivation that stems from his individual interest and needs. He can be led to understand that this medium of communication is important to him and determines how well he is understood by others.[9]

Good writing, like good speaking, is the effective communication of thoughts and feelings. Writing skills are, therefore, closely related and taught with reading skills.[10]

Objectives of the writing program are for each student to be able to:

1. make the transition from manuscript to cursive.
2. write legibly in cursive
3. write the basic strokes in letter formation - straight lines and curves.
4. space and size letters and words properly.

Cursive Writing Skills

I. To understand that the only letters that are really different in cursive are e, f, k, r, s, v, and z
II. Letters should be the same relative size
III. Straight lines should be parallel
IV. Loop letters should be open; closed letters should be closed
V. Circles should be closed
VI. Enough space should be left between letters and extra space between words

[9]Adult Basic Education (Cincinnati Public Schools, Curriculum Bulletin No. 600, 1968)

[10]Ibid.

MATHEMATICS

Instruction in mathematics should provide the adult with further development of skills and understandings to enable them to participate in math related activities including day-to-day living. Knowledge of these skills will enable one to compete in the business or work-a-day world with ample economic rewards for his effort.

Objectives of the Mathematics Program are for each student to be able to:

1. expand the meaning and purpose of numbers and numerals and develop the real number system.
2. use old skills and apply new skills to meet his needs.
3. recognize and use mathematics vocabulary.
4. use addition, subtraction, multiplication, and division with fractions and decimals.
5. use ratio and percent in practical application to everyday life.
6. demonstrate neatness, accuracy, and speed.
7. apply the concept of taxes, interest and insurance.
8. plan and budget family finances.
9. use checking and savings accounts, make loans, and explain Social Security benefits.
10. recognize geometric forms and figures in everyday life.
11. demonstrate skills in working with measurement, including linear, area, volume, and the metric system.
12. interpret and construct graphs.
13. demonstrate mathematics as a way of thinking, not just a means to an end.

Mathematics Skills

I. Numeration System
   1. History of number system
   2. Introduction to bases other than 10
   3. Binary system
   4. Base 10 and place value through nine places
   5. Reading and writing numerals to nine places
   6. Distinguish between cardinal and ordinal numbers
   7. Distinguish between numbers and numerals
   8. Rounding numbers
   9. Periods in numbers
   10. Roman numerals

II. Fundamentals

1. Addition
   a. Review of basic fundamentals
   b. Column addition - six addends - five place numbers
   c. Checking the sum
2. Subtraction
   a. Review of basic fundamentals
   b. Subtraction of five-place numbers, involving regrouping and zeros
   c. Checking the difference
3. Multiplication
   a. Review basic fundamentals
   b. Two-place multiplicand; two-place multiplier
   c. Two-place multiplicand; two-place multiplier, with carrying
   d. Three-place multiplicand; two-place multiplier with carrying
   e. Three-place multiplicand, three-place multiplier
   f. Checking the product
4. Division
   a. Review basic fundamentals
   b. One-place divisors
   c. Two-place divisors
   d. Use of zero in quotient
   e. Zeros at end of quotient
   f. Remainders in quotient
   g. Checking the quotient
5. Averages

III. Fractions

1. Meaning
2. Equivalents
3. Reducing to lowest terms
4. Least common denominator
5. Kinds of fractions
   a. Proper
   b. Improper
   c. Mixed
6. Changing improper fractions to mixed
7. Addition
   a. Like denominators
   b. Unlike denominators
   c. Whole number and a fraction

d. Whole number and a mixed number

e. Two or more mixed numbers with like denominators

f. Two or more mixed numbers with unlike denominators

8. Subtraction

a. Like denominators

b. Unlike denominators

c. Mixed numbers with like denominators

d. Whole number from a mixed number

e. Mixed number from a whole number

f. Fraction from a mixed number with like denominators

g. Mixed numbers with unlike denominators

h. Mixed numbers with unlike denominators involving regrouping

i. Mixed numbers when equivalent fractions must be found for both fractions

j. Mixed numbers involving equivalent fractions for both numbers as well as regrouping

9. Multiplication

a. Whole numbers and fractions

b. Whole numbers and mixed numbers

c. Fractions X fractions

d. Mixed numbers and fractions

10. Division

a. Explain rule: invert the divisor and multiply

b. Whole number by a proper fraction

c. Whole number by a mixed number

d. Proper fraction by a whole number

e. Mixed number by a whole number

f. Proper fraction by a proper fraction

g. Mixed number by a fraction

h. Mixed number by a mixed number

IV. Decimals

1. Relation to whole numbers

2. Relation between common fractions and decimal fractions

a. Change fraction to decimal

b. Change decimal to fraction

3. Effect of zero

4. Mixed decimal numerals

5. Addition

6. Subtraction

7. Multiplication

8. Division

V. Percentage

1. Meaning
2. Relationship of percentage to fractions and decimals
3. Change percents to decimals and fractions
4. Percent as a ratio
5. Percent one number is of another
6. Percents larger than 100
7. Find a number of which a percent is given
8. Percent of a number
9. Fractional percent of a number

VI. Equivalent Measurements

1. Linear
2. Weight
3. Liquid
4. Dry
5. Time
6. Temperature
7. Perimeter, circumference, diameter, radius
8. Square measure
9. Cubic measure
10. Wood measure
11. Volume
12. Adding and subtracting mixed measurements

VII. Geometry

1. Perimeter
   a. Rectangle
   b. Square
   c. Circle
   d. Triangle
2. Area
   a. Rectangle
   b. Square
   c. Circle
   d. Triangle
3. Volume

a. Cube
b. Cone
c. Cylinder

4. Circumference
5. Recognizing points, lines, and planes
6. Relationship between lines and planes

VIII. Interpret graphs

1. Circle
2. Line
3. Bar
4. Picture

IX. Metric System

1. Commonly used units
   a. Meter
   b. Centimeter
   c. Liter
   d. Kilogram
2. English-Metric equivalents
3. Wide use of Metric system in other countries

X. Set Theory

1. Intersection
2. Union

XI. Structure of real number

1. Counting numbers
2. Whole numbers
3. Rational numbers
4. Integers
5. Irrational numbers
6. Real numbers
7. Properties

XII. Fundamental Mathematics

1. Commission
2. Discount
3. Increase and decrease
4. Taxes
5. Interest
6. Insurance
7. Credit and installment buying
8. Family finances
   a. budget
   b. loans
   c. checking accounts
   d. savings accounts
   e. social security

9. Money system - counting, money equivalents
10. Investments
11. Mileage and rate of speed

XIII. Vocabulary

1. Terms of fractions
2. Cancellation
3. Invert
4. Terms of measurement
5. Budgeting vocabulary
6. Credit vocabulary
7. Taxes vocabulary
8. Insurance vocabulary
9. Investment vocabulary
10. Financial institutions vocabulary
11. Terms of addition, subtraction, multiplication, division, and percentage problems.

SOCIAL STUDIES

Social studies at the intermediate level is a continuation of that taught at the 0 - 3 level, however at this level more individual work can be done due to the fact that reading skills are not as limited as those of 0 - 3 level.

Basic deviation of social studies for social studies 4 - 8 from 0 - 3 is in selection of materials for students' use.

Objectives of the Social studies program are for the student to be able to :

1. explain important historical events in our national history.
2. identify outstanding people who have contributed to our national history.
3. apply principles of Democracy.
4. use current events.
5. explain the organization, structure, and function of all levels of government.
6. accept responsibilities of citizenship.
7. demonstrate that societal living demands are in accordance with established rules and social controls.
8. use skills, attitudes, and understandings essential to be a contributing citizen.

Social Studies Skills

I. Citizenship
   1. See skills outlined in Grades 1 - 3, Skills Section

II. Government
   1. See skills outlined in Grades 1 - 3 Skills Section
   2. Types of world government
      a. Democracy
      b. Socialism
      c. Communism
      d. Fascism
      e. Capitalism
      f. etc.
   3. Federal programs
      a. College loan program
      b. Head Start
      c. Work-Study program
      d. Manpower Development Training Act
      e. Neighborhood Youth Corps
      f. Americanization classes
      g. etc.

III. Man's Standard of Living
   1. Family life
      a. See Areas of Instruction, pp. 1

2. Occupational education
    a. See Areas of Instruction, pp. 15
3. Consumer education
    a. See Areas of Instruction, pp. 20
4. Personal Improvement and Development
    a. See Areas of Instruction, pp. 31

IV. American History
1. Discovery and exploration of America
2. Colonial period
3. War for Independence
4. United States as a new nation
5. The expanding nation
6. The Civil War
7. Development of the United States as a leading world nation
8. National and state holidays

V. Louisiana History
1. Famous people
2. Products
3. Industry
4. Points of historical and cultural interest
5. Important historical events and concepts

VI. Geography
1. Geographical sections of the United States
    a. Northeast
    b. Southeast
    c. South
    d. West
    e. Southwest
    f. Northwest
    g. etc.
2. Geographical factors
    a. Occupations
    b. Economic levels
    c. Housing
    d. Recreation
    e. Transportation
3. Directions
    a. North
    b. South

c. East
d. West
e. Up
f. Down

4. Maps and globes
   a. Kinds
      (1) Physical
      (2) Political
   b. Scale
   c. Legends
   d. Road maps
   e. Boundary lines
5. Waters
   a. Oceans
   b. Seas
   c. Lakes
   d. Rivers
6. Lands
   a. Countries
   b. Continents
   c. Plains
   d. Mountains
   e. Plateaus
   f. Islands
7. Major cities of the world
8. Global terms and measures
   a. Longitude
   b. Latitude
   c. Equator
   d. Continental divide
   e. Time zones
9. Climate
   a. Comparison and contrast
   b. Effect of geography on climate

VII. Current Events

1. National
2. International
3. State
4. Local
5. Significance
6. Sources

SCIENCE

A working knowledge of science is essential to operate efficiently and effectively in this highly technological age. In order to understand his environment, a student must be familiar with certain scientific concepts. The science program in adult education should, therefore, provide the student with basic science information related to everyday application.

Objectives of the Science Program are for the students to be able to:

1. identify basic food groups in order to maintain good nutrition.
2. plan balanced meals.
3. relate the necessity of correct chemical combinations for body maintenance.
4. identify various parts of the body and know their functions.
5. recognize and eliminate health hazards in the home.
6. locate and use health services available in the community.
7. identify and prevent accident sources.
8. use first-aid techniques.
9. identify natural phenomena and their effects upon man and environment.
10. use basic facts of science.
11. explain universe and its effects upon man.
12. explain weather and its effects.
13. apply knowledge toward understanding earth science.

Science Skills

I. Health

1. See skills outlined in Grades 1 - 3 Skills Section
2. Functions of human body
   a. major organs
   b. malfunctions
3. Health services available
4. Food materials and use
   a. Carbohydrates
   b. Proteins
   c. Minerals
   d. Vitamins
   e. Fats
5. Periodic check-ups
   a. Tuberculosis
   b. Venereal disease
   c. Cancer
   d. Blood count
6. Superstitions

a. Home remedies (good and bad)

b. "Old Wives tales"

7. Birth control

8. Effects of tobacco, alcohol, and narcotics

II. Safety

1. See skills outlines in Grades 1 - 3 Skills Section

2. Insect and reptile hazards

a. lice

b. mosquitoes

c. snakes

d. spiders

e. ticks

3. Driving safely

a. Signs

(1) regulatory signs

(2) warning signs

(3) route markers

(4) construction and maintenance

b. Legal regulations

c. Traffic regulations

4. Latest first-aid techniques and rules

III. Matter

1. Liquids

2. Solids

3. Gas

4. Properties

5. Elements

6. Compounds

7. Molecules

8. Atoms

IV. Energy

1. Kinds

2. Motion

3. Friction

4. Gravity

5. Measurement of power

a. horsepower

b. watts

c. kilowatts

V. Weather

1. Comparison and contrast of

2. Basic principles
3. U. S. Weather Bureau
4. Clouds
5. Wind
6. Air pressure
7. Humidity
8. Temperature
9. Precipitation
10. Weather maps
11. Weather instruments

VI. Earth Science
1. Earth formation
a. Rocks
(1) kinds
b. Soil
(1) kinds
2. Erosion
3. Fossils
4. Mountains
a. Formation
5. Layers of earth
6. Volcanoes
7. Earthquakes
8. Minerals

VII. Electricity
1. Terminology
2. Positive charge
3. Negative charge

VIII. Machines
1. Lever
2. Inclined plane
3. Pulley
4. Wheel and axle
5. Wedge
6. Screw

IX. Plants in Everyday Life
1. Helpful plants
2. Harmful plants
3. Edible plants
4. Materials made from plants
5. Fruit and seed-bearing plants

X. Universe

1. Solar System
2. Constellations
3. Sun
   a. Relationship to other planets
   b. Importance of sun to life
   c. Relationship to seasons
4. Moon
   a. Effect upon tides

XI. Conservation and Environmental Awareness

Basic to any adult education program is the knowledge and understanding needed to aid adult students to become aware of the total environment in terms of conservation of the natural and human resources of this nation. Making adult students aware of the conditions and the need for environmental control is needed immediately to aid in controlling adult activities at home, at work, or at play. Everyone in this country must be given the knowledge needed to control pollution and make this world livable.

1. Effects of conservation on man's daily life and national economy
2. Effects of the world food problem on the United States and in Louisiana
3. Advantages and disadvantages of insecticides - and the effects on human life now and in the future
4. Water is a renewable resource, but one for which, in many areas of the world, the demand is far greater than the supply
5. Detecting and preventing erosion caused by water
6. Importance of the forest industry to Louisiana
7. The "multiple use" concept of the forest industry
8. Economic value of wildlife in Louisiana
9. Rules and regulations implemented by local, state, and federal wildlife and fisheries agencies
10. Aesthetic and ethical values of nature
11. Local, state, and national agencies that can supply materials and give guidance to individuals
12. Distinguishing between preservation and conservation
13. Physical, social, and emotional problems which exist in the urban environment
14. Pollution problems in the areas of air, land, water and noise and the effect on human and other natural resources in Louisiana
15. Facts and implications regarding the problem of population
16. Importance of the petroleum industry to Louisiana
17. Shrimp and oyster industry in Louisiana
18. Rapid deterioration of the environment

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SEQUENTIAL SKILLS

GRADES 9-12

Compiled by: Nicholls State University
Adult Education Institute Participants

and

Mr. Jim Soileau, Supervisor of Adult Education,
East Feliciana Parish

PREFACE

I. LANGUAGE ARTS

The way a man thinks will probably always be one of the greatest mysteries about him. In spite of all the work in experimental psychology in recent years, we are still on the frontier, as far as our knowledge goes, about the working of a man's mind. Gerard Manley Hopkins, a 19th century English poet, once wrote, "The mind has mountains," by which he meant that men's minds work in many ways, some of which are so devious and complex as to be frightening. "Man may be a reed in the wind," said Pascal, "but at least he is a thinking reed." Man's capacity to think is one of his major adornments. We delight in our ideas.

Of course we want to express our ideas to others; indeed we must, if our world is to continue. If communication of ideas fail, nothing is possible, and we will again be primitives. Our ideas must find their way into language—clear, orderly, effective language—in order that we and others can act on our ideas.

To be able to make a complete statement in the language which anyone can fully understand, and to know whether or not he can accept it, is undoubtedly the most positive way to know that the idea was conveyed. When we say in bewilderment, "I know what I want to say, but I can't express it or this may be the wrong word," we are probably deluding ourselves. Hunches, impressions, sensations, guesses, all moving around in profusion and chaos in our minds, are mistaken for thought and knowledge. If we are able to compose the thought—that is, to place the words correctly together—then we have begun to communicate.

The purpose of this unit is for the teacher to emphasize and assist the adult students in oral and written communication so that he may take his place in his society without language flaws.

Reading

Reading is our most important educational skill. In order for an individual to function adequately in our society he must be able to read beyond the basic reading skills developed in the elementary grades. With the amount of reading materials being printed daily one must develop speed and comprehension in order to keep abreast with the reading demands of the times.

Adults need to become readers of the best literature. It is the responsibility of the adult teacher to acquaint the student with good literature. Not only should the student become acquainted with the best in writings but he should learn some of the crafts that the writer uses in his works.

Another kind of reading the adult needs is the reading pertaining to his occupational needs. He further needs to become an efficient reader of the religious literature and learn where and how to search for related materials.

All of the adult's reading need not be of a serious nature. There are the lighter literature such as fashion magazines, comics, newspaper articles and the like.

Finally, we wish for the adult reader on the high school level to become acquainted with the many types of free and inexpensive materials available to him such as governmental bulletins, materials from public libraries and bookmobile services in most communities.

The objectives of the reading program are stated in behavioral terms of the adult student so that he shall be able to:

1. identify his own level, strengths and weaknesses, by the use of standardized tests.
2. display greater comprehension skills.
3. express the need for reading for enjoyment and appreciation.
4. read more rapidly.
5. use more functional reading skills.
6. utilize the library and other resources to their fullest extent.
7. outline organizational procedures.
8. use techniques in word recognition and word attack.
9. select appropriate title for a passage.
10. interpret reading materials in literature, mathematics, social studies, and science.

Reading Skills

I. Comprehension
   1. Interpreting subheadings and other devices
   2. Interpreting and appreciating figurative language
      a. Separating fact from fantasy
      b. Recognizing similes, metaphors, hyperboles, personification, etc.
      c. Identifying speech idioms
      d. Distinguishing between literal and figurative language
   3. Reading in terms of difficulty of material

4. Interpreting reading symbols
    a. Recognizing quotation marks and their purpose
    b. Distinguishing function of dash, semicolon, and comma
    c. Interpreting footnotes and other notational forms
5. Reading for
    a. Details
    b. Following directions
    c. Sequence of events
    d. Main ideas
    e. Location of information
    f. Remembering in depth
    g. Understanding of writer's plan of attack
6. Drawing conclusions, generalizing, and implying meanings
    a. Finding solution to problem in story
    b. Identifying cause-and-effect relationship
    c. Suggesting setting for story
    d. Explaining feelings of character in various circumstances
    e. Making inferences from picture and title before reading
    f. Predicting outcome and substantiate reasoning
    g. Grasping factors which motivate characters
    h. Understanding characterization
    i. Understanding writer's plan of attack
7. Evaluating critically
    a. Recognizing satire
    b. Recognizing author's use of symbolism
    c. Recognizing point of view when not directly stated
    d. Comparing work of authors and evaluate in terms of style of writing, characterization, etc.

II. Reading for enjoyment and appreciation

III. Increasing reading speed
1. Reading of a selection without going back over words and sentences
2. Reading without vocalization and finger pointing
3. Skipping known material when reading a selection
4. Reading by phrases
5. Doing first reading at a speed which is slightly faster than normal reading speed

IV. Improving word recognition by acquisition of new word recognition skills and the review of techniques already learned
1. Analyzing words phonetically by knowledge of:
    a. Initial consonants

b. Final consonants
c. Medial consonants
d. Blends
e. Short and long vowels
f. Vowels modified by consonants
g. Other vowel sounds
h. Consonant digraphs
i. Vowel digraphs
j. Diphthoags
k. Silent letters

2. Structural analysis
a. Dividing words into syllables using syllabication principles
b. Recognizing root words
c. Using suffixes and prefixes
d. Recognizing compounds and contractions
e. Recognizing pronunciation and meaning of word changes

V. Vocabulary
1. Using unabridged and abridged dictionary
2. Selecting meanings that fit context
3. Tracing etymology of words
4. Recognizing synonyms, antonyms, and homonyms
5. Using dictionaries of synonyms and antonyms
6. Using multiforms of words
7. Using precise terms
8. Describing accurately using color, mood, and action words

VI. Library skills
1. Using card catalogue
a. Recognizing main types of cards (author, title, subject)
b. Recognizing cross-reference, analytic, and reference cards
c. Using call number, arranging of card-catalog drawers, use of outside labels, guide cards, and interpreting information on catalog cards
d. Using cross-reference to audiovisual materials
e. Locating and using reference sources such as vertical file, films, loops, filmstrips, tapes, and recordings,

2. Using Dewey Decimal System in locating materials
3. Locating and using reference sources such as:
a. Vocational reference books
b. World Almanac
c. Reader's Guide to Periodical Literature

d. Information Please Almanac

e. Who's Who in American Literature

f. Reference books on literature, authors, famous men, etc.

g. Dictionaries

h. Encyclopedias

4. Making bibliography and understand use

VII. Developing functional reading skills

1. Reading newspaper and understanding format

a. Front page - major news items

b. Editorials

c. Letters to the Editor

d. Classified

e. Sports Section

f. Comics

g. Financial

h. Television

i. Deaths

2. Reading signs

3. Reading and completing various forms

4. Reading and following directions for simple tasks

5. Evaluating and comparing consumer products by carefully reading labels.

Listening

Listening is the first division of communication that we are exposed to and the most difficult to develop and master. Many students are handicapped because of inadequate listening skills. The student must learn how to listen and what to listen for in specific instances. Students must learn the difference between mere hearing and listening with the mind.

The behavioral objectives of the listening program are for the student to be able to

1. practice the skills of effective listening.
2. use the skills in daily practical application.
3. utilize a positive attitude toward the basic skills mastered.
4. relate the rich rewards of daily activities through effective and continued usage of the skills.

Listening Skills

I. Developing good attitudes toward listening
II. Recognizing similarities and differences in word sounds
III. Recalliag material to answer specific questions
IV. Listening for the main idea
V. Receiving directions and messages accurately
VI. Evaluating radio and television programs
VII. Taking notes effectively during lectures
VIII. Following sequences in logical order.

Speaking

Someone once said that a man's language shows most of him, so speak so I can see you.

You may add the following statement: Listening and speaking may be correlated to develop some of the skills.

The behavioral objectives of the speaking program are for the student to be able to:

1. use the art of speaking informally on a topic by using complete sentences and sticking to the main subject.
2. to express self-confidence in speaking.
3. to demonstrate the art of exchanging ideas with other people.
4. speak more grammatically correct.

Speaking Skills

I. Conversation
   1. Selecting a topic
   2. Contributing ideas to the topic
   3. Remaining on the topic
   4. Stating ideas briefly and concisely
   5. Communicating with different groups of people and different sex.

II. Group discussion
   1. Finding and selecting topics of interest to you and other people
   2. Distinguishing facts from opinions
   3. Quoting from authoritative sources
   4. Local, state and national issues

III. Directions, announcements and messages
   1. Giving directions clearly and accurately
   2. Stating a coming event, giving all relevant information pertaining to the event
   3. Receiving messages and giving messages clearly
   4. Modulating the voice on the telephone

IV. Oral book report
   1. Giving the main purpose of the book
   2. Comparing the work with other materials of a similar nature
   3. Making report clear and interesting

V. Storytelling
   1. Following a logical order
   2. Varying sentence structure
   3. Making personal adjustments to suit or fit the mood of the story
   4. Making the ending emphatic

VI. Interview
   1. Introduction
   2. Stating clearly the purpose of the interview
   3. Stating qualifications accurately and confidently
   4. Being courteous during the interview

English Language

Proper study of the English language should result in the eventual mastering of its proper use in oral and written communication.

This guide shall, therefore, direct itself to these two common forms of communication as used in the English language.

It is not intended that this guide shall be used in a rigid sense of conformity but, rather, as the name implies—a guide.

The objectives and language skills are purposefully written in a flexible manner to allow for adaptation by individual teachers into their respective programs.

The behavioral objectives of English language are for the student to be able to:

1. use sentence structure, classification, usage, and analysis.
2. identify the various parts of speech and their usage in sentences and paragraphs.
3. sketch the paragraph, its requirements and its forms of disclosure.
4. explain composition, its forms, types, and letter writing.

English Language Skills

I. Sentences
   1. Parts of a sentence
      a. Definition of a sentence
      b. Subject and predicate
      c. Direct and indirect objects
      d. Modifiers
      e. Clauses and phrases
      f. Connectives
   2. Classification of sentences
      a. Simple
      b. Compound
      c. Complex
      d. Compound-complex
   3. Sentences according to use
      a. Declarative
      b. Imperative
      c. Interrogative
      d. Exclamatory

II. Parts of speech
   1. Nouns (definition)
      a. Proper and common
      b. Abstract, concrete, collective, compound
      c. Singular and plurals
      d. Cases (nominative, objective and possessive)

2. Pronouns (definition)
    a. Classes (personal, relative, interrogative, indefinite, demonstrative, reflective and possessive)
    b. Cases (nominative, objective, possessive)
    c. Number (singular, plural)
3. Verbs (definition)
    a. Regular and irregular
    b. Transitive and intransitive
    c. Complements
        (1) Direct object
        (2) Predicate objective
        (3) Predicate nominative
        (4) Predicate adjective
    d. Voice
        (1) Active
        (2) Passive
    e. Mood
        (1) Indicative
        (2) Imperative
        (3) Subjunctive
    f. Tense
        (1) Present
        (2) Past
        (3) Future
        (4) Perfect tenses
    g. Verbals (infinitive, gerund, and participle)
    h. Principal parts (present, past, past participle)
    i. Agreement of verb and subject
        (1) Rules governing subject verb agreement
4. Adjectives (definition)
    a. Adjectives used three ways (attributive, appositive, and predicate)
    b. Degrees of adjectives (positive, comparative, superlative)
5. Adverbs (definition, classes and usage)
6. Prepositions (definition, classes and usage)
7. Conjunctions (definition, classes and usage)

III. Sentence structure and analysis
1. Parts of a sentence
    a. Phrases (definition, place in a sentence and classes)
    b. Clauses (noun, adjective and adverb)
2. Sentence form (simple, compound, complex, compound-complex)

3. Sentence style (periodic, loose, balanced)
4. Effectiveness (unity, coherence, emphasis)
5. Capitalization
   a. Rules governing capitalization
6. Punctuation (period, semicolon, colon, comma, quotation marks, apostrophe, dash, etc.)

IV. Paragraph
1. Structure and analysis
2. Paragraph requirements (unity, coherence, and emphasis)
3. Forms of discourse (exposition, description, narration, argumentation)

V. Composition
1. Forms (topic outline, sentence outline, and paragraph outline)
2. Types of written composition (fiction, biographies, autobiographies, essays, poetry, newspaper reporting, and letters)
3. Classes of letters (business and social)
   a. Parts of the business letter (heading, inside address, salutation, body, complimentary close and signature)
   b. Form of business letter (block or indented)
   c. Folding the letter
4. Common types of business letters (application, order, inquiry and reply, recommendation, introduction, claim, adjustment, acknowledgment and appreciation, congratulation)
5. Types of social letters (friendship, courtesy, formality)

VI. Basic grammar rules
1. shall, will - should, would
2. I, me
3. who is, who am
4. who, whom
5. who, which
6. was, were
7. like, as
8. verb number (singular, plural)
9. verb time (tense)
10. verb part (present, past, present perfect).

Spelling

In the high school area, the amount of spelling that is taught depends largely on the attitude of the teacher. The teacher's own attitude toward spelling is an important factor in determining his students' attitudes and, consequently, how well they learn to spell.

It is the teacher's responsibility to prepare spelling lists and encourage the student to keep his own list of spelling words. The teacher should also help the student to become a user of the dictionary to find the correct spelling of the word encountered.

Behavioral objectives of the spelling program are for the student to be able to:

1. express a proper attitude toward spelling.
2. spell fluently frequently used words.
3. use the words frequently in some form of writing.
4. recognize from a list or context words that are incorrectly spelled.

Spelling Skills

I. Using the dictionary

II. Detecting misspelled words in editing own papers

III. Mastering word-definition analysis through use of affix meanings and spellings

IV. Using word roots and their spellings

V. Spelling the plurals of words

VI. Spelling abbreviations

VII. Spelling contractions

MATHEMATICS

The behavioral objectives of the mathematics program are stated in behavioral terms of the Adult Student:

The student shall be able to:

1. solve practical mathematical problems in everyday life.
2. explain with understanding the meaning and purpose of numbers and the development of the number system.
3. use a greater number of skills in mathematics.
4. use a meaningful mathematical vocabulary.
5. use knowledgeably the basic tools of mathematics in everyday life, such as: addition, subtraction, multiplication, division, measurements, square roots, and interpreting charts and graphs.
6. be an efficient consumer and producer in his society.
7. demonstrate effectively the use of decimal and per cent and other ways of reading and writing fractional parts relating to money, time, and measurement.
8. contribute more efficiently as a resource person to others.

Mathematics Skills

I. Review and reinforce the fundamentals
   1. Addition
      a. Whole numbers
      b. Fractions
      c. Mixed numbers
      d. Decimals
      e. Means of checking
   2. Subtraction
      a. Whole numbers
      b. Fractions
      c. Decimals
      d. Mixed numbers
      e. Means of checking
   3. Multiplication
      a. Whole numbers
      b. Fraction
      c. Mixed numbers
      d. Decimals
      e. Means of checking
   4. Division
      a. Whole numbers

b. Fractions
c. Mixed numbers
d. Decimals
e. Means of checking

5. Symbols
a. Plus
b. Minus
c. Times
d. Division
e. Equal
f. Identical with
g. Congruent
h. Greater than
i. Less than
j. Therefore
k. Since
l. Not equal to
m. Square root, etc.

II. Reading, writing, and understanding
1. Larger numerical numbers
2. Roman numerals

III. Review and reinforce the fundamentals of:
1. Fractions
2. Decimals
3. Per cents

IV. Money values
1. Interest
a. Simple
b. Compound
2. Installment buying
a. Computing interest on purchases
(1) Long term
(a) homes
(b) cars
(2) Short term
(a) household equipment
(b) food and clothing
3. Cash payment
4. Credit cards

5. Payroll deductions
    a. Social Security
    b. Federal Income Tax
    c. State Income Tax
    d. Union dues
    e. Retirement
    f. Insurance
        (1) Life
        (2) Health and Accident
6. Net income (take home pay)
    a. Budgeting
    b. Savings plan
7. Sales
    a. Reductions
    b. Quantity purchases
    c. Quality merchandise

V. Ratio and Proportion
1. Drawing and reading
    a. Graphs
    b. Charts
2. Estimate proportion
    a. Size
    b. Volume

VI. Geometry and Construction
1. Geometric designs
    a. Homes
    b. Cities
    c. Farms
    d. Miscellaneous
2. Geometric terms
    a. Parallel
    b. Vertical
    c. Horizontal
    d. Perpendicular
    e. Angles
    f. Perimeter
    g. Circumference
    h. Diameter
    i. Radius (radii)

j. Segment
k. Pi
l. Line
m. Ray
n. Point
o. Vertex
p. Constant, etc.

Bisect, intersect, triangle

3. Geometric tools
   a. Compass
   b. Protractor
   c. Ruler
   d. Square
   e. Triangles
4. Review and reinforce the fundamentals of mathematical formulas
   a. Perimeter
   b. Area
   c. Circumference
   d. Volumes

VII. Review and reinforce fundamentals of measurements
1. Time
2. Linear
3. Dry
4. Weight
5. Square
6. Cubic
7. Wood
8. Thermometer

VIII. Algebra
1. Equations
2. Symbols and signs
3. Formulas
4. Fundamentals
   a. Addition
   b. Subtraction
   c. Division
   d. Multiplication
5. Exponents
   a. Negative
   b. Positive
   c. Significant digits

IX. New Mathematics

1. Bases
   a. Ten
   b. Five)) Exposure to these but not memorizing
   c. Two)
2. Number patterns
3. Sets and subsets
4. Symbols
5. Terms
   a. Commutative
   b. Associative
   c. Distributive, etc.
   d. Identity
   e. Exponents
   f. Integers

SOCIAL STUDIES

Objectives of the Social Studies program are stated in Behavioral Objectives in terms of the student.

The student will be able to:

1. explain how people live, work and get along with one another.
2. draw a diagram showing the organizational patterns of how people plan work on their needs.
3. develop an understanding of their rights and duties as citizens on a local, state and national level.
4. explain the relationship of the producer-consumer.
5. diagram the political structure of the local, state and federal government.
6. utilize the fundamental skills, attitudes and understandings which are essential to be contributing citizens in our democratic society.

Social Studies Skills

I. Citizenship
   1. Native born
   2. Naturalized
   3. Responsibilities
      a. Awareness of local, state and national political issues
      b. Responsibilities and qualifications of public officials
      c. Voter registration procedures
      d. Public duty
         (1) jury
         (2) advisory
      e. Pride in home-community, state-nation
   4. Privileges
      a. Public education
      b. Freedom of speech, religion, press, assembly
      c. Law enforcement and other services
      d. Life, liberty and the pursuit of happiness
      e. Charity and charitable organizations
      f. Welfare - Social Security and retirement
      g. Right and privilege of voting

II. Government

1. Functions of government
    a. Local
        (1) school board
        (2) police jury
        (3) city council
        (4) special appointed committees
    b. State
        (1) Governor
        (2) Representatives
        (3) Congressmen
        (4) Senators
        (5) Judges (local, state, federal)
    c. National
        (1) President
        (2) Congress
        (3) House of Representatives
        (4) Supreme Court
2. How supported
    a. Taxes (property, sales, income, etc.)
    b. Fines
    c. Charges for services

III. Community Resources
1. Using community services and resources
    a. Education
        (1) day school
        (2) evening school
        (3) trade school
        (4) colleges and universities
    b. Employment
        (1) job placement centers
        (2) employment agencies
    c. Health
        (1) health units
        (2) charity hospitals
        (3) public clinics
    d. Financial
        (1) banks
        (2) finance companies
    e. Political
    f. Social agencies

(1) welfare

(2) commodities program

g. Protection

(1) police

(2) fire

2. Living in the community

a. Responsibilities as a citizen

b. Exercising voting rights and obligations

3. Begin and end of rights and privileges of citizens

4. Respect for law and order

5. Participation in community affairs

a. civic

b. church

c. school

IV. Cultural contributions

1. Cultural background

a. Indians

b. Early Settlers

c. Growth of the Nation

d. Ethnic Groups

2. Cultural services

a. Museums

b. Art Centers

c. Music Centers

d. Civic Centers

e. Recreational Centers

3. Cultural contributions

a. The Blues

b. Cooking

c. Architecture

d. Weaving

e. Boat Making

f. Agriculture

4. Cultural communication

a. Literature

b. Art

c. Music

d. Drama

VI. Communication

1. Significance of modern communication
2. Telephone
   a. Direct dialing
   b. Station-to-Station
   c. Person-to-Person
   d. Emergency, etc.
   e. Overseas
3. Telegram
4. Other types of communication
   a. Radio
   b. Television
   c. Etc.

VI. Transportation

1. Types of transportation
   a. Air
      (1) plane
      (2) jet
   b. Space
      (1) rocket
      (2) missile
   c. Water
      (1) boating regulations (water lanes, insurance, hauling, life preservers, etc.)
      (2) defensive steering
      (3) navigation
      (4) safety
   d. Bus
      (1) tours
      (2) terminals
      (3) facilities
   e. Train
      (1) passenger
      (2) freight
   f. Automobile
      (1) driving regulations (license, age, insurance, etc.)
      (2) defensive and offensive driving
      (3) traffic courtesies
      (4) map reading
      (5) traffic regulations

(6) commuting (work, school, etc.)

(7) cost of operating automobiles

(8) depreciation of automobiles

(9) car pools

2. Job opportunities

a. Pilot - river, air

b. Conductor

c. Bus operator

d. Truck and taxi driver

e. Stewardess

f. Cook

g. Waiter

3. Reasons for travel

a. Business

b. Pleasure

VII. American History

1. American symbols

a. Flag

b. National anthem

c. Pledge of Allegiance

d. State song and flower

2. National holidays

3. American heroes

4. Basic American facts pertaining to:

a. Colonies

b. Revolutionary War

c. Writing of the Constitution

d. Declaration of Independence

e. War of 1812

f. Monroe Doctrine

g. Mexican War

h. Territorial Acquisitions

i. Civil War

j. Spanish-American War

k. World War I

l. World War II

m. Korean Conflict

n. Viet Nam Conflict

5. Communist movement
   a. Foreign Policy
   b. Domestic issues
   c. Labor and Industry
   d. Armed Forces
   e. Culture, Science, Religion
   f. Philosophy

VIII. Occupations
   1. Building occupations
      a. Blue-prints (reading, drawing)
      b. Measurements
      c. Estimates
         (1) materials
         (2) cost
   2. Clerical and secretarial
      a. Writing
         (1) letters (personal, business)
         (2) reports
         (3) filing application forms
         (4) taking office notations, etc.
      b. Reading
         (1) letters (personal, business, office memorandums)
         (2) reports
         (3) interpreting want-ads
         (4) interpreting application forms, etc.
   3. Practical experiences with office machines
      a. Typewriter
      b. Adding machines
      c. Cash register
      d. Copying machines
   4. Investigation of job availabilities within area
      a. Personal contacts
      b. Want-ads
      c. Employment services
   5. Applying for positions
      a. Personal appearance
      b. Speech
      c. Personality
      d. Punctuality
      e. Thoroughness

IX. Cardinal Directions

1. Review and reinforce fundamentals of globes and maps
   a. Directions (east, west, north, south, up, down)
   b. Location
      (1) longitude
      (2) latitude
      (3) equator
      (4) the poles (north and south)
   c. Time
      (1) time belts
      (2) measurements of time (degrees, minutes, and seconds)
      (3) international date line and prime meridian
   d. Specific maps
      (1) weather
      (2) physical
      (3) political (continents, countries, states, counties, cities, towns and villages)
2. Charts
   a. Locations
   b. Instructions
   c. Comparisons

SCIENCE

The activities of science cannot be restricted to any one series of steps. Questions and problems vary and the scientific methods of attack must vary with them. As one goes through life, he finds that facts are not always as easily established as some people believe. Scientists have been primarily concerned with the question - what conditions have to be met before we can accept something as true? They have been very much aware that a "fact is only as reliable as the methods used to discover it." Checking hypotheses and drawing conclusions from facts are some of the methods that scientists share with several other problem-solvers. One needs to attempt to gain a deeper and fuller understanding of the world about them. Curiosity should be aroused in the things people see and feel and experience as life goes on from day to day.

Objectives of the Science program stated in behavioral objectives in terms of the students:

1. identify the basic foods and their nutritional value and source in order to select foods for a well-balanced diet to promote good health.
2. explain the anatomy and physiology of the human body.
3. utilize local, state and federal health agencies and their services.
4. develop and use a scientific vocabulary.
5. explain the conservation of our natural resources.
6. explain the physical laws of nature and apply their effects to daily life.
7. utilize the contributions of science to man.
8. explore vocational possibilities which are dependent upon a knowledge of scientific concepts.
9. explain the universe in relation to the solar system.
10. explain the significance of our natural surroundings.
11. explain the causes and danger of air, water and land pollution.
12. use the fundamental concepts and relate them to matter and energy.
13. explain the use of green plants as a source of energy for other organisms.
14. explain the kingdom of animal life and its relationship to man.

Life Science Skills

I. Health

1. What is health?

a. Physical

(1) physical fitness

(2) physical structure of the body

(3) function of the body

b. Mental

(1) personality

(2) mental illness and development

c. Nutrition

(1) needs for a balanced diet
(2) identification of a balanced diet
(3) the seven basic foods
(4) the necessity for drinking water

d. Effect of:
(1) tobacco
(2) alcohol
(3) drugs

II. Health services
1. Local
a. Public health nurse
b. Mental health clinic
c. Alcoholics Anonymous
2. State
a. Charity hospitals
b. Mental hospitals
c. Tuberculosis hospitals
d. Veterans hospitals
3. Federal
a. United States Public Health Service
b. Bureau of Narcotics
4. Other Charitable Agencies
a. American Red Cross
b. American Cancer Society
c. American Heart Association
d. National Safety Council

III. The Plant Kingdom
1. Classification of plants
a. Algae and fungi
b. Mosses and liverworts
c. Ferns
d. The seed plants
2. Photosynthesis
a. What is photosynthesis?
b. Why is it important?
3. Structure of plants
a. Roots
b. Stems
c. Leaves

d. Flowers

e. Seeds

IV. The Animal Kingdom

1. Classification of animals

a. Amoeba, paramecium, others

b. Sponges

c. Jellyfish

d. Flatworms—tapeworms, liver flukes

e. Roundworms—hookworms, pinworms

f. Starfish and urchins

g. Earthworms and leeches

h. Insects, crawfish, crabs, spiders

i. Fish, frogs and toads, lizards and snakes, birds, and man

2. Insects

a. Types of

b. Significance to man

c. Control of

3. Man

a. The supreme form of life

b. Review of the structure of man

Physical Science Skills

I. Matter

1. Classification of matter

a. What is matter

b. Basic types of matter

(1) organic

(2) inorganic

c. Properties of matter

2. Composition of matter

a. Atoms

b. Molecules

c. Elements

d. Compounds

e. Mixtures

3. Changes in matter
    a. Physical changes
    b. Chemical changes

II. Energy
1. What is energy
    a. Types of energy
        (1) atomic
        (2) heat
        (3) electrical
        (4) sound
        (5) radiant
        (6) chemical
        (7) mechanical
    b. Kinetic and potential energy
2. The atom and energy
    a. The atomic bomb
    b. Atomic reactors
    c. Used in medicine

Earth Science Skills

I. The Earth
1. Composition of the earth
    a. Origin
    b. Elements
    c. Minerals
    d. Rocks
        (1) igneous
        (2) metamorphic
        (3) sedimentary
2. Structure of the Earth
    a. Dimensions of
    b. Internal structure
    c. External structure
3. The Solar System
    a. Sun
    b. Planets and moons
    c. Satellites

II. Weather
1. What are the causes and effects of weather?
    a. Definition of weather

b. Fronts
   (1) warm
   (2) cold
   (3) stationary
c. Clouds
d. Hurricanes and tornadoes
e. Types of precipitation and their causes
   (1) rain
   (2) snow
   (3) sleet
   (4) hail
   (5) dew
   (6) frost
f. Weather maps
g. Weather forecasts

III. Conservation and environmental awareness
1. Pollution
   a. Types of pollution
      (1) air
      (2) water
      (3) land
   b. How to prevent pollution
      (1) proper waste disposal
      (2) sewerage treatment
      (3) smoke and smog
      (4) proper use of insecticides
2. Conservation of natural resources
   a. Water supplies
   b. Oil
   c. Forests
   d. Wildlife and fish
   e. Others

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AREAS OF INSTRUCTION

for

Teaching Sequential Skills

in

Adult Education

PREFACE

The task of the teacher is to teach adults how to live in today's world—not merely how to do addition or how to spell. The best approach, therefore, will be to teach blocks of subject matter rather than to compartmentalize instruction. When a lesson on "How to Apply for a Job" is taught by weaving in reading, writing, arithmetic, good grooming, and occupational counseling, the result will be a useful, comprehensive learning situation for each student. Ideally, then, one teacher will teach the basic academic skills along with the basic skills of living in one interesting package pertinent to the lives of the students.[1]

The ABE teacher will be wise to plan instruction by means of the traditional course outline and will be even wiser if he knows when to put the outline on the side. While the course should not be guided by every changing breeze of the students' interests, neither should it be guided by an automatic pilot.[2]

The teacher's flexibility about choice of subject matter must extend to his choice of teaching materials as well. While the range of materials available will be discussed more fully later in this guide, it is enough to say here that for some classes a telephone book will be more suitable than an abacus and for others a newspaper want-ad column will be more appropriate than a primer.[3]

Because the ABE program is geared to teaching adults what is important and useful to them, the teaching of arithmetic must be as individualized and practical as the teaching in the rest of the curriculum; and because nothing in the ABE program should be presented in isolated units, the teaching of arithmetic must also be an integral part of both communication training and general education for life.[4]

Just as reading lessons also become listening, speaking, and subject matter lessons, the arithmetic lesson should be part of a larger unit of instruction. The methods used to accomplish this integrated learning are the same as those used in teaching reading and other skills. Concentrate on one area—such as shopping or measuring and choose that area which has most interest for the student. Start out with selected readings on that subject and follow with discussion and writing. When the arithmetic of the subject is explained, it will have been preceded by understanding and a heightened interest in mastering it. Use things like coins which students are already familiar with and be sure to emphasize other concrete examples which are or should be part of their daily lives.[5]

Many skills and facts are brought into play in a unit of instruction, and each can be geared to the level of all participating students. Computations in a unit on money management or consumer education can vary in complexity from simple addition for the beginner to compound interest for the more advanced.[6]

[1]NAPSAE, Teaching the Disadvantaged Adults (Washington, D.C., 1969), p. 15.
[2]Ibid., p. 16.
[3]Ibid., p. 16.
[4]Ibid., p. 70.
[5]Ibid.
[6]Ibid.

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FAMILY LIFE INSTRUCTION

The home is the important unit for successful living in modern society. One of the major problems confronting all families is improved management of the many complex areas affecting the family.

All effective home management is based on a set of values. These values determine the goals toward which ideal family life should be directed. There must be successful communications within the family to achieve these goals. A better community will result when home and family life is improved.[7]

I. Specific Behavioral Objectives
   1. Students keep healthy and safe
   2. Students plan wholesome meals
   3. Students provide proper clothing for the family
   4. Students manage housing problems
   5. Students will cope with parent-child relationships
   6. Students create effective communication within the family
   7. Students accept marital responsibility.

II. Concepts to be Developed in Family Life Instruction[8]
   1. Health and safety
      a. First-aid home supplies and home remedies
      b. Preventive health
      c. First-aid rules
      d. How to get a doctor (what to do before the doctor arrives)
      e. How to get an ambulance
      f. Home cleanliness
      g. Treatment and prevention of diseases
      h. Immunization
      i. Prevention of home accidents
      j. Phone numbers of local fire, police, health services, etc.
      k. Basic driving rules
      l. Basic rules for pedestrians
      m. Fire safety
      n. Caring for the sick
      o. Knowledge of health agencies
      p. Reading labels
      q. Sanitation practices
      r. Dental health

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[7] A Guide for Teacher Trainers in ABE (Washington: NAPSAE, Ch. 111, p. 45.

[8] Ibid., Ch. 111, pp. 45-46.

s. Medicare

t. Harmful effects of tobacco, alcohol and narcotics

u. Safe food and drinking water

2. Management of food

a. Planning wholesome meals

b. Nutrition and proper eating habits

c. Food processing (canning, freezing)

d. Food stamp plan

e. Storage of food; buying larger quantities at economy prices

f. Using leftovers

g. Economical foods and recipes

3. Management of clothing

a. Clothing for the family - buying, alterations, construction, etc.

b. Cleaning and care

c. Dividing the family clothing budget

d. Storage

e. Mending

4. Family business

a. Loans, Mortgages

b. Understanding contracts

c. Management of money

d. Managing two jobs–home and wage-earning

e. Funerals

f. Post office facilities

5. Management of housing

a. Renting or buying

(1) housing programs

(2) eviction

b. House cleaning

c. Repair and maintenance

6. Parent-child relationship

a. Goals and values for self, children, and family

b. How children grow and learn

c. Function of schools and the importance of an on-going relationship between parent and school

d. Communication between family members and how to achieve it

e. Community facilities and their use

f. Infant care

g. Teenage problems and discipline

h. Treatment of children by parents

i. Treatment of parents by children

j. Sex education

k. Emotion in family situations

l. Problems of providing children with love, security, and sense of adequacy

m. Children's behavior

n. Importance of law and order in the home and in the world

o. Preparing children for school

p. Parent responsibility to children

q. Spending allowance for children

7. Marital responsibility

a. Husband-wife responsibility

b. Family planning

c. Legal responsibilities concerned with marriage: divorce, wills, etc.

d. Marital adjustments

e. Respect, cooperation, and tolerance for mate.

III. Suggestions in Teaching Family Life Education[9]

(In correlation with teaching family life education, the teacher must constantly strive to develop the basic skills in language arts, arithmetic, social studies, and science at all levels. A frequent review of the skills at the various levels will keep the teacher mindful of the ones that can be taught in correlation with the subject matter under consideration.)

1. Folders and booklets on family health, nutrition, fire and driving safety rules, and infant care are available free from insurance companies and government agencies. If necessary, they may be rewritten by the teacher in simpler words for beginning adult readers. Basic health rules may be copied as writing exercises. (Here the basic skills in reading, spelling, language, and writing can be taught.)

2. Visiting nurses, doctors, firemen, and social workers may visit the class to speak and take part in questions and answers. (Previous to the visit the teacher should teach the listening skills to the class so that they will get the full benefit of the visit.) Arrange a display of various articles and products needed for first-aid.

3. Group discussions on family nutrition and other topics can provide knowledge for students who have not acquired the skills of reading. (Here word lists and sentences can be formulated and used for a reading lesson. Here, too, skills in math can be developed.)

4. Students may discuss a report of a radio or television talk on home improvement, nutrition, or similar topic. The teacher can develop some of the more useful words for

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[9]Ibid., pp. 47-49.

spelling, vocabulary, and written sentences or paragraphs, again developing any skill possible.

5. As students learn the basic arithmetic skills, they can use them to work out simple problems concerned with family life.
6. Plan a day's menu. Sample menus collected for reading critically are valuable conversation starters.

   Short, simple cookbooks or recipes cut from newspapers make interesting reading for women students. They also provide practice in arithmetic skills as students learn simple fractions. Students learn what ½ and ¼ means and how to double a recipe or divide it in half . . . how much it will cost to prepare that recipe for their families. If a home economics kitchen is available, students will enjoy and learn from actually making that batch of cookies together and serving them to the group. An activity of this kind helps them to learn the skills of giving a party, serving graciously, making the table look pretty, and "socializing" among themselves and with the teacher. Many of them have never attended a simple social affair. Activities of this kind often prevent dropouts . . . they are so enjoyable you couldn't keep the students away.

   (In each of the above procedures there are ample opportunities for the teacher to develop certain skills described in Skills Section of this guide. The importance of teaching the basic skills in all areas cannot be over-emphasized.)

   Parents in Adult Basic Education classes are just as concerned about the welfare of their children as other parents, though their goal for them may be getting a job rather than going to college. They are interested and respond favorably to reading materials and learning situations that will help them understand and solve problems of child care. Some of the following techniques may be used:
7. There are a number of films that the teacher can borrow from a local film library that deal with children's problems, their feelings of hostility, and other areas of child development. Let the class decide which of the films would be beneficial; discuss the problem first, then show the film and follow it with discussion. Add new words to their spelling list; practice the writing, reading, and other skills that can be correlated.
8. Distribute for reading short folders on child care, safety, health, and feeding. These can be obtained from some of the insurance companies or child welfare department. Write main-idea sentences, word-by-word on flash cards. Scramble the cards and have teams of students holding the cards lined up with words in proper order. Continue needed practice by team teaching technique.
9. Posters can be prepared by students illustrating good safety rules, child nutrition or any other health or safety measure. Pictures and titles can be cut from magazines and newspapers, thus motivating the students to read magazines and other printed matter.

10. As the students improve their reading skills, encourage them to read to their small children as often as possible. Point out to them that reading to their pre-school children will help the children do better in school.
11. Take your students to the local public library and help them get a library card. If their reading ability is limited, encourage them to take books out for their pre-school children. This will boost their ego and both child and parent will benefit from the experience.
12. Role-playing can be useful in parent education, particularly in areas involving discipline. For example, the teacher could play the part of the parent and a student could play the part of the teenager who skipped school frequently.
13. Group discussions can explore topics like . . . what free resources exist in the neighborhood to help children and youth use their free time in healthy, productive ways?
14. Many excellent and inexpensive pamphlets and booklets are available to help parents understand their children and solve problems that arise in bringing up children. A list of such publications may be had by writing to the Child Study Association of America, 9 East 89th St., New York, and National Education Association, Washington, D.C.
15. Every community has a number of good resource persons who can discuss various aspects of parent education with an adult class. Previous to the visit, review the listening skills with the class so that they will be able to listen intelligently.
16. Field trips may be made to local child guidance clinics, baby clinics, and other community agencies dedicated to the welfare of children and youth. Prepare the class by discussing some of the activities expected. Class discussions may follow the visits and the teacher should develop skills correlated from the field trips.

IV. Methods of Presentation

1. Discussion
2. Lectures
3. Projects
4. Role-playing
5. Problem-solving
6. Team study
7. Field trips
8. Audio-visual
9. Use of community resources

(The above methods are described in the General Information Section.)

V. Sources of Materials for Teaching Family Life Education:

1. Public Library
2. School Library
3. Department of Public Welfare
4. Public Health Agency
5. Better Business Bureau

6. Mental Health Agencies
7. Medical Clinics
8. Dental Clinics
9. Employment Agencies
10. Local Business and Industry
11. Family Counseling Agency
12. Child Welfare
13. Police Department
14. Fire Department
15. Recreation Centers
16. Child Study of America
17. National Education Association, Washington, D.C.
18. School psychologist, counselor, nurse, doctor, lawyers, and juvenile court workers

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Teaching the Disadvantaged Adults, NAPSAE, (Washington, D.C. 1969).

NAPSAE's Address: 1201 Sixteenth St., N.W., Washington, D.C. 20036

CITIZENSHIP

Citizenship means being good citizens. A good citizen is one who has an awareness to the ideals of his country, knowledge of his rights and responsibilities as a citizen of his community, state, and country. With every right goes an equal responsibility. The responsibility of the adult as a citizen is a most exacting role in society. He is a citizen before he is a worker, homemaker or parent - and he is still a citizen after some of the other life roles have come into existence. The task of developing an awareness on the part of adults as to their responsibility as citizens and providing appropriate education to keep them adequately equipped for this role is a most important aspect of education at the adult level.

I. Specific Behavioral Objectives (in terms of adult student).
   1. Students can discuss the structure of local, state, and national government and the services offered.
   2. Students are able to relate principles of citizenship to the home, community, and nation.
   3. Students should acquire knowledge, understanding, and appreciation of the Democratic Society and become an active participant in such a society.
   4. Students can relate the dependence of democratic government to individual responsibility.
   5. Students exercise sense of justice and obligation to obey just authority and the laws.
   6. Students display respect for self and others.
   7. Students work individually and in groups for harmonious and progressive community living.
   8. Exercise individual rights and responsibilities.
   9. Students become interested in current events.

II. Concepts to be Developed
   1. Structure of government
      a. Local
      b. State
      c. National
      d. Political parties
   2. Governmental services
      a. Health
      b. Welfare
      c. Education
      d. Protection
      e. Public works
      f. Social Security
      g. Postal service
      h. Military services
      i. Parks and recreational facilities
      j. Libraries

k. Civil defense

l. U.S. Savings Bonds

3. Principles and objectives from which government was developed

a. Constitution and Bill of Rights

b. Right of individuals to choose leaders

c. American symbols (Flag, Eagle, National Anthem, etc.)

4. Voting information

a. Requirements

b. Registration

c. Polling places

d. Voter education

e. Familiarity with candidates and issues

f. Fill out sample ballots

g. Voting in all elections

5. Tax structure

a. Responsibility as a tax payer

b. Benefits from taxes

(1) Public schools

(2) Welfare program

(3) Police and fire protection

(4) ABE programs

(5) Highways

(6) Others

c. Types of tax

(1) Sales tax

(2) City tax

(3) Property tax (millage)

(4) State tax

(5) Federal income tax

(6) Special levied taxes

6. Community participation

a. Civic groups and clubs

b. Church activities

c. Knowledge of school board, city council, etc.

d. Interest in civic drives

e. Pride in neighborhood

f. School activities

g. City ordinances, building codes, and zoning.

7. Rights and responsibilities

a. Types of laws
b. Jury duty
c. Drivers' license
d. Registration and voting
e. Serving in Armed Forces
f. Right to life, liberty, and the pursuit of happiness
g. Benefits such as public education, welfare, protection of life and property, and medical services.
h. Property maintenance
i. Legal responsibility
j. Service to community
k. Social responsibility

8. Current events
   a. Interest in local, state, national, and international news
   b. Sources of current events
   c. Judging significance
   d. Relevance to lives of adult students

III. Suggestions for teaching

The basic skills in language arts, arithmetic, social studies, and science at all levels can be taught in correlation with the subject matter under consideration.

1. Use a tape recording for the adult students to learn the Pledge of Allegiance and The Star Spangled Banner.
2. Practice the Democratic procedures, e.g., handling a classroom election, surveying opinions of classmates or taking part in round table discussions.
3. Make a chart showing pictures of the President (Executive), Senators and Representatives (Legislative), and of Judges (Judicial).
4. Display a chart or bulletin board with pictures of the White House (executive), Capitol (legislative), and Supreme Court (judicial).
5. Take a field trip to a place of local historical, industrial or cultural interest.
6. Invite speakers from local civic clubs, post office, police department, social security department, education, government, etc.
7. Hold a mock election for Councilmen, Governor, Senators, or President. Voting procedures and requirements can be emphasized here.
8. Compile lists of services available in the community, parish, state and of the Federal Government.
9. Field trip to Registrar of Voters; encourage those who are not registered to vote, to do so.
10. On a city map, when available, locate the precinct or community of each member of the class. Place names of students alongside the map. Connect names to their place of residence with a colored string.

11. Collect news articles and pictures about elected officials at all levels.
12. Discuss whether officials are elected or appointed.
13. Discuss the importance of the two-party system in politics and government.
14. Compile a list of sources of revenue of the federal, state, and local government. This can be tied in with discussion of services provided by government and responsibilities to the government.
15. Bulletin board items on Current Events.
16. Glossary of Current Event terms.
17. Fill out sample tax forms - study of tax structure may fit well into teaching arithmetic skills.
18. Provide sample copies of such documents as Gettysburg Address, Bill of Rights, etc. Various reading skills may be taught.
19. Materials on social security, medicare, and various agencies may be distributed and used as a basis for reading and writing practice, and for group discussion.
20. Teacher-made exercises.

    Example: Language Skills

    (Fill in the blanks with do or does)

    (1) _____ he vote?

    (2) _____ your children go to school?

    (3) _____ you do anything to help American Democracy?

    (4) Why _____ she want to attend PTA meetings?
21. Give students many opportunities to practice English communication skills of speaking, reading, and writing by planning oral, as well as written exercises.
22. Textbook materials and films concerned with any of the topics on the appropriate grade level.
23. Write letters requesting free publications.
24. Learn to write and spell words concerned with citizenship

IV. Method of Presentation

1. Suggested reading
2. Viewing films and pictures
3. Debates
4. Discussions
5. Role playing
6. Lectures
7. Demonstrations
8. Field trips
9. Audio visual materials
10. Use of community resources
11. Pamphlets and brochures

V. Sources of Materials for Teaching Citizenship

1. Primary and general election ballots
2. Tax forms
3. Posters, pamphlets, pictures
4. Slides and films
5. State tax guide
6. Reference material on the federal government and its responsibilities
7. Newspapers, magazines
8. Government publications
9. Maps
10. Sample voting machine
11. Crabtree, You and the Law; Holt, Rinehart & Winston.
12. Brunty, George G. Understanding Our Government.
13. Steck-Vaughn:
    (1) Our Democracy
    (2) Our Government
    (3) My Country
    (4) Our American Constitution
    (5) Our Nation
    (6) They Served America
    (7) The United Nations
    (8) Our United States
14. Frank E. Richard Co.:
    (1) Rights and Duties of Citizens, Bk. 1 and 2
    (2) Foundations of Citizenship
15. Noble & Noble:
    (1) How to Become a U.S. Citizen
    (2) Live and Learn
16. Follett:
    (1) Citizenship in Action
    (2) Study Lessons in Civics
17. Films:
    a. I Pledge Allegiance
    b. The Flag Speaks
    c. How We Elect Our Representatives
    d. Voting Procedures
    e. The Congress of the United States
    f. Supreme Court
    g. Rules and Laws
    h. Citizenship and You
    i. Our Community Services
    j. What Does Our Flag Mean?
    k. Know Your Community

l. Getting Along With Others Series

m. Pledging Our Flag

n. Parts of Our Flag

o. Respecting Our Flag

p. Meaning of Patriotism

q. Community Responsibility

r. Let Us Be Good Citizens in Our Neighborhood

s. A Citizen Participates

18. Filmstrips:

a. The Birth of Our National Anthem

b. Going Places in the City: Library

c. Going Places in the City: Museum

d. Going Places in the City: Zoo

19. Text Materials

The Immigration and Naturalization Service publishes the following Federal Textbooks on Citizenship:

a. Our Constitution and Government

Regular Edition (Form M-7). This book is written for advanced students. It deals with the Constitution and the government of the United States. Price $1.75 each.

Simplified Edition (Form M-8). This book is a simplification of the Regular Edition, at a considerably lower language level. Price $1.25 each.

b. Charts (in sets of 18) (Form M-9). Reproduced from Our Constitution and Government. These are fold-over charts; over-all measurement 17" x 23". Only one set may be sent to a class. Price $2.25 a set.

c. Becoming A Citizen Series

(1) Our American Way of Life, Book 1. This book is a beginning-level literacy reader designed to meet the educational needs of the student who has little knowledge of English. It employs a visual association to community life, and gives elementary treatment to history and government. Price $0.65 each.

(2) Our United States, Book 2. This book is designed for those having a fair command of English. Literacy skills are developed, as well as citizenship responsibility, history, and government. Price $0.75 each.

(3) Our Government, Book 3. This book is written at an advanced level, but below the level of Our Constitution and Government, simplified edition. It is planned to meet the needs of students in a position to absorb a greater knowledge of matters relating to government, the Constitution, and citizenship responsibility. Price $1.25 each.

(4) Teacher's Guide. This book contains general suggestions for conducting citizenship classes, as well as directions for presentation of the text material in each of the three books of the Becoming a Citizen Series. Price $0.25 each.

d. Home Study Courses

(1) Our Constitution and Government (a Home Study Course) (Form M-39). This material is planned for the candidate who cannot attend public school classes but who can read and understand English. It is a study guide to be used with Our Constitution and Government, simplified edition, listed under Item No. 1. Price $0.75 each.

(2) Our Constitution and Government (Home Study Course) suggestions for the person who is helping the student and final tests for the student. (Form M-40). This test booklet contains suggestions for the person who helps the student. It is used with the study guide listed above. Price $0.25 each.

(3) English and Home and Community Life. For the student. (Form M-41). This book is for the person who speaks English but who has a very limited ability in reading. It contains a vocabulary relating to home and community living and material for practice writing. Price $0.50 each.

(4) English and Home and Community Life. For the helper. (Form M-42). This book is planned so that a person who reads English can assist the student with his home study. Price $0.25 each.

(5) English and Federal Government. For the student. (Form M-43). This book is a study of the Federal government. It explains the work of the three branches of the Federal government and how our Constitution grows to meet our needs. Price $1.00 each.

(6) English and Federal Government. For the helper. (Form M-44). This book is planned so that a person who reads English can assist the student. Price $0.35 each.

(7) English and State Government. For the student. (Form M-45). This book deals with state and local governments, their relation to the Federal government, and the responsibilities of the citizen in his community. Price $0.45 each.

(8) English and State Government. For the helper. (Form M-46). This book is planned so that a person who reads English can assist the student. Price $0.30 each.

(9) Aids for Citizenship Teachers (Form M-35). This is a resource unit for teachers. It considers such topics as meeting student needs in citizenship classes, activities which will make the teaching of citizenship more effective, and how to judge the effectiveness of teaching. Price $0.15 each.

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OCCUPATIONAL EDUCATION

I. Specific Behavioral Objectives

1. Students can recognize individual multiple talents and capabilities.
2. Students seek employment commensurate with capability of job performance.
3. Students display attitudes of sense of dignity and self-respect toward job, yet strive to upgrade.
4. Students take advantage of available job opportunities and resources for finding a job.
5. Students exhibit confidence as employees.
6. Students use skills necessary for applying for and keeping a particular job.
7. Students can explain labor organizations and labor laws.
8. Students fulfill responsibilities to employer, use good work habits, and appreciate the relationship between job responsibility and production with advancement.
9. Students realize types of occupations which are becoming less in demand and of those which are becoming more in demand.
10. Students make use of programs available for training and retraining when needed.
11. Students understand the parallel of wages paid and qualifications required of the workers.
12. Students enjoy good human relations with others.
13. Students can explain job benefits and take advantage of those available to them.

II. Concepts to be Developed

1. Job opportunities
   a. Types of jobs available and the demand
   b. Job descriptions
   c. Wage scales and qualifications
   d. Factors in choice of occupation
2. Positive work attitudes
   a. Importance of work to all citizens and to our country
   b. Responsibilities of worker and employer
   c. Work as a means of self-satisfaction
3. Personal development
   a. Available programs for training and retraining
   b. Self-evaluation of skills and ability
   c. Feeling of dignity and pride in all kinds of work
   d. Suitable appearance
   e. On-the-job behavior
   f. Improve job skills and learning new skills
4. Technique of getting a job
   a. Factors to consider in selecting a job
   b. Sources of locating a job

c. Making application

d. Personal resume

e. Interview

f. Testing

g. Information the employee should know before accepting a job (wages, insurance, retirement, working hours, overtime, deductions, etc.)

5. Keeping a job

a. Human relations

b. Characteristics of employee (conscientious, loyal, honest, care of equipment, punctual, improvement of skill, etc.)

c. Responsibility of employee to employer and co-workers

d. Good work habits

6. Union and labor laws

a. Kinds of unions

b. Rights and responsibilities of organized workers

c. Union and welfare services

d. Minimum wages and hours

e. Workmen's compensation

7. Social security system

a. Importance of social security

b. Eligibility

c. Getting a social security card

d. Filing a claim for benefits

III. Suggestions for teaching

1. List types of occupations.

2. Exhibit and provide leaflets plus discussion about multi-job capabilities.

3. Administer interest inventory.

4. Conduct job interviews.

5. Visitation to observe job operations.

6. Provide practice for completing various types of application forms.

7. Compare wage scales in different localities.

8. Do research on various programs in the area.

9. Prepare a personal resume.

10. List methods of job advertising.

11. Discuss ways of finding a job.

12. Figure wages hourly, weekly, monthly, overtime, etc.

13. Figure deductions.

14. Point out problems of employees.

15. Develop vocabulary and use the list of words for a spelling lesson.

16. Use brochures from several companies to identify specific benefits such as vacations, insurance, etc.

17. Write letters of application or inquiry.
18. Use newspapers for reading classified ads.
19. Compile a list of good human relations with other employees.
20. Secure materials on the subject of employment and job seeking.
21. Make posters featuring various aspects of good grooming required on the job.

IV. Sources of materials for teaching occupational education

1. Want ads
2. Employment agency brochures
3. Telephone directory
4. Application forms for social security, union cards, employment, etc.
5. Brochures from business firms which explain job fringe benefits
6. Charts and pamphlets from local Social Security office
7. Dubid, Phyllis, A Job For You, Steck-Vaughn.
8. Pamphlets
   (1) Avon Products, The Beauty of You, 30 Rockefeller Plaza, New York
   (2) Bureau of Apprenticeship Training, Dept. of Labor, Washington, D. C., Apprenticeship for Me? National Apprenticeship Program (free)
   (3) Georgia Dept. of Labor, Atlanta, Georgia, The Challenge; Training for Jobs (free)
   (4) Mennen-Grooming for the Job, The Mennen Company, Morristown, New Jersey (free)
   (5) Public Affairs Pamphlets, 381 Park Avenue, So., New York, (25¢ a copy)
   400 Job Discrimination is Illegal
   399 Cultural Differences Can Enrich Our Lives
   394 The Story of Urban Renewal
   216 How To Teach Your Child About Work
   (6) Science Research Associates
   259 E Erie Street, Chicago (50¢ ea.)
   5ZA776 - Fitch, Donald B. Exploring the World of Jobs
   5ZA770 - Stoops, Emery, Planning Your Job Future
   5ZA30 - Christensen, Thomas Getting Job Experience
   5ZA26 - Dreese, Mitchell, How To Get the Job
   5ZA516 - Worfbein, Seymour, Our World of Work
   5ZA514 - Worthy, James C., What Employers Want
   5ZA25 - Chapman, Paul, Your Personality and Your Job
   5ZA154 - Kuder, Frederic, Discovering Your Real Interests
   (7) Connecticut Mutual Life Insurance Company, Hartford, Connecticut (pamphlets)
   (8) U. S. Government Printing Office, Superintendent of Documents, Washington, D. C. (Write and ask for listings of free publications)
   (9) United States Department of Labor, Occupational Outlook Handbook
   (10) The Institute for Research, Careers
   (11) Link Enterprises, P. O. Box 11073, Montgomery, Alabama, The World of Work, 1968

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CONSUMER EDUCATION

Consumer education is the knowledge people must have in order to get the highest possible standard of living from the money they spend. It tells the buyer what to look for in anything he buys, and who and what he can trust to help in his selection. The consumer cannot hope to buy wisely unless he makes a careful study of the different brands of goods from which he must make a choice. He cannot depend on claims made by advertisements or on the appearance of the product.[1]

Life for all individuals in a modern industrial society centers around the economic activities of earning and spending for a living. People must be interested in the problems of fulfilling the needs for a healthy and happy life. This life comes from such simple things as a sufficient amount of food and clothing, a comfortable home, and some pleasure. Problems of earning and spending face each individual in everyday life, in the home, street, and place of business. People must know how to spend money wisely in order to satisfy basic needs as well as recreational and cultural desires.[2]

By wise spending of their money, families can get the highest possible standard of living from their incomes. Consumer education is a very important part of the education which must train the individual for the economic order of today.[3]

Consumer education provides functional content for applications of mathematics such as, budgeting, money management, installment buying, etc. This area of instruction is also applicable in teaching the language arts.

I. Specific behavioral objectives (in terms of the students)
   1. Students plan carefully in order to make wise use of income.
   2. Students take care of basic needs first.
   3. Students judge values, or rely on information on labels, or the reputation of the producer.
   4. Students do not depend on claims made by advertisers, but understand the difference between factual or emotional advertising.
   5. Students make use of brand names, trademarks, labels, grading, and seals of approval.
   6. Students make a budget and live within it.
   7. Students use the best credit system and realize advantages and disadvantages of different methods of paying for goods and services.
   8. Students are able to use banking facilities.
   9. Students make use of the contents of warranties and guarantees on the products and utilities bought.
   10. Students make price comparisons.
   11. Students strive to improve standard of living.
   12. Students will be able to determine good buys in food, clothing, appliances, insurance, and other merchandise.

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[1]World Book Encyclopedia - 1958, Vol. 3, p. 1696.
[2]Ibid., p. 1699.
[3]Ibid., p. 1699.

II. Concepts to be developed[4]

1. Skills in buying
   a. Use of tags and labels
   b. Bargain shopping
   c. Comparison shopping
   d. Sales
   e. Advertisements
2. Buying food
   a. Where
   b. When
   c. How much
   d. What
   e. Comparing items of different size, price, and quality
   f. Shopping from a list
   g. Food needs
3. Buying clothing
   a. Preparation - know what one can afford - as well as colors, sizes, and materials
   b. At the store, look for: names used for clothing; grades; quality of materials; style; and care of garment
4. Buying household appliances
   a. Use of
   b. Compare types
   c. Warranty or guarantee
   d. Servicing and repair
   e. Sizes
   f. Features
5. Buying furniture
   a. Construction
   b. Care of it
   c. Used furniture
   d. Unpainted furniture and finishing
6. Buying automobiles
   a. Types of automobile sales
      (1) new
      (2) used
      (3) demonstrator
      (4) repossessed

[4] A Guide for Teacher Trainers in Adult Basic Education (Washington: NAPSAE, 1966), Chapter II, pp. 16-18.

b. Models
   (1) sedan
   (2) hardtop
   (3) station wagon
   (4) compact
c. Reliable dealer
d. Needs
e. Cost and financing
   (1) sticker price and bargaining range
   (2) optional extras
f. Cost of operating
g. Maintenance and repair

7. Frauds
   a. Overcharging
   b. Unordered merchandise
   c. Contests
   d. Quack cures
   e. Black market deals
   f. Give-away come-ons
   g. Land sales
   h. Mail frauds
   i. Charity rackets
8. Consumer protection
   a. Laws
   b. Labels
   c. Standards
   d. Testing laboratories
   e. Brand names, trademarks, grading, seals of approval
9. Kinds of stores
   a. Department stores
   b. Speciality shop
   c. Chain store
   d. Self-service store
   e. Mail-order house
   f. Shopping centers

g. Discount house corporations
h. Used furniture stores
i. Goodwill centers
j. Thrift stores

10. Advertisements
    a. Finding ads
    b. Reading ads
    c. What the ads should tell you
    d. Sales
    e. Week-end food specials
    f. Sales of seconds or irregulars
    g. Fire sales
    h. Consumer publications

11. Preparing at home
    a. Read the ads and listen to radio
    b. Ask friends' advice on products
    c. Know the sizes
    d. Take time and be sure you need the item

12. Credit
    a. Truth-in-lending bill
    b. How does credit help the consumer, the business and the economy?
    c. Advantages and disadvantages
    d. Kinds of credit
        (1) open-credit account
            30-day account
            Revolving credit
            Option charge account
        (2) Installment account credit
            Conditional sales contract
            Chattel mortgage contract
        (3) Personal loan credit
            For unforeseen emergencies
            For consolidation of past-due bills
        (4) Service credit
            Utilities
            Professional services
            Gas, oil, meals, motels, etc.
        (5) Lay-away plan
    e. Good credit-rating
    f. Credit versus cash buying
    g. Credit charges and interest

13. Knowledge needed after buying
    a. Care and use
    b. Expectation of products
14. Budget
    a. Preparing a budget
    b. Keeping within budget
15. Banking
    a. Checking account
    b. Savings account
    c. Keeping money records, checks, etc.
    d. Bank loans
        (1) principle
        (2) interest
        (3) mortgages
    e. Money orders
16. Insurance
    a. Skills in buying and selecting insurance
    b. Health and accident insurance
    c. Medicare and social security
    d. Life insurance
    e. Burial insurance
    f. Car insurance
    g. Home and property insurance
    h. Insurance rates

III. Suggestions for teaching consumer education[5]

1. Ask students to bring in packages - cans, cereal boxes, bottles - from their grocery shopping. Using these materials the teacher might point out how much each package contains, and tell the student why it is important to look for the description of the contents on the label in order to determine the best to buy. Given prices and sizes of several similar items, the students may work out mathematically which package gives them the most for their money.
2. Have students bring in labels, trademarks, seals of approval, and gradings and have discussions about them. Let students tell about products they have bought and compare the product with others.
3. Students may bring in food, clothing, furniture, and appliance ads. Use these ads as reading material in the reading session. Discuss with the class the importance of buying week-end specials, of buying clothes at end-of-the-season clearance prices. (There's a good article on this in Reader's Digest, April, 1970 issue.) Have students write down the week's food needs for their families, and add up the cost of these needs according to the prices in the food ads. Make comparison with regular prices and compare stores

[5]Ibid., Chapter II, pp. 19-20.

which give stamps against those that do not. Have students make a spelling list, learn the words, and make sentences, then use the sentences as a reading lesson. Develop writing skills.

4. Let the students find out what merchandise can be bought at the different kinds of stores. Students can report back to the class.
5. Discuss with your students ways of buying good clothing and household articles in second-hand stores or in thrift shops operated by Goodwill centers, the Salvation Army, and other community groups. Adults should be aware that many good articles can be bought at substantial savings by wise shopping in these places. (An excellent article on this may be found in April, 1970 Reader's Digest.)
6. Have a resource person from the community come and explain the different types of credit available to people. Let this person explain the importance of establishing a good credit rating. Use credit terminology for vocabulary and spelling lists.
7. Have an officer from the bank tell the class about banking facilities. Get blank application, savings books, etc., and teach the students how to use them. Teach them to write a check.
8. Planning a family budget is an excellent way of giving students practice in mathematics as well as helping them get the most from their income. The teacher might ask the students to tell the various kinds of expenditures they have—rent, food, clothing, and the like—which he writes on the board. Each student copies this list on a sheet of paper, and writes beside each item the sum he feels he can realistically spend on it. The student can compare this with his income. The teacher can advise the student if he has difficulties.
9. Use practical problems to explain the meaning of installment buying. Show what is meant by "carrying charge" and figure the rate of interest often charged on installment buying. Discuss the advantage of installment buying.

IV. Method of presentation

1. Discussion
2. Lecture
3. Role-playing
4. Problem-solving
5. Projects
6. Field trips
7. Motivation
8. Audio visual
9. Use of community resources

V. Sources of Materials for Teaching Consumer Education

1. Pamphlets, booklets, and information are available from the Consumer Credit Association which sponsors an annual program to encourage the broadest use of consumer credit

consistent with sound business principles and the welfare of the community, and to counsel and protect customers against going into debt beyond their ability to pay.

Information regarding availability of local credit executives to serve as guest speakers or to conduct organizations and church groups can be obtained by writing the Retail Credit Association, Box 2456, New Orleans, Louisiana 70116.

2. The World Book Encyclopedia provides a good article on budgeting.
3. The World Book also has articles on consumer education where labels, seals of approval, grading, warranty, trademarks are explained.
4. Community Resources: public library; Better Business Bureau; local business and industry; Consumer Credit Association; local banks; local savings association; home economics departments of local utility companies; and recreation centers.
5. Newspapers, radio, television
6. Labels, etc., from home
7. Warranties and guarantees from products bought by the students can be used for discussions and examination.
8. Consumer research groups maintain a steady flow of books, pamphlets, magazines, and newspaper articles.
9. Government agencies: Food and Drug Administration; Federal Trade Commission; Agricultural Research Service.
10. Finding or designing materials for teaching arithmetic should not strain the imagination because so many everyday articles can be used. A handful of change spread on a desk can, by itself, be the source of hours of instruction in addition, subtraction, multiplication, division, plus the broader concepts of money management and consumer education.

    The advantage of beginning instruction with coins is that the adult already knows how to use them. A unit of instruction can be worked out where coins are used to express abstract concepts, and soon the class will be comfortably working with the ideas of fractions, decimals, and percentage.[6]
11. Materials concerned with the teaching of weights and measures are also easy to obtain—rulers, tape measures, measuring cups and spoons, a food or baby scale, road maps, and recipes cut from newspapers. Newspapers are also a plentiful source of materials for teaching the computational skills used in shopping as well as the broader knowledge needed to be an intelligent consumer. Advertisements can be the raw materials for grocery lists made by students and for discussion of credit buying and comparison shopping.[7]
12. Banks are often happy to furnish checks and information about their other services, such as loans, savings accounts, and Christmas Clubs. It might be wise to point out to the class that money deposited regularly in a savings account earns interest, whereas the

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[6]Teaching the Disadvantaged Adults (Washington, D.C.: NAPSAE, 1969), Chapter 10, p. 71.
[7]Ibid., Chapter 10, p. 71.

Christmas Clubs do not.[8]

13. Pay checks can be provided by the students themselves, as can register receipts from supermarkets and sales tickets from other stores. These can be used to explain the benefits as well as the arithmetic involved in figuring sales tax, social security, insurance deductions, and state and federal withholding taxes.[9]
14. Local insurance companies may provide information which will help to explain the types of policies available and how they work.[10]
15. The student's prior knowledge that there are four quarters in a dollar will go a long way toward making the study of arithmetic and consumer education a relatively easy task. It will also be an interesting and rewarding task if the teacher continues to focus instruction on the arithmetic of daily life.[11]

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[8] Ibid.

[9] Ibid., Chapter 10, p. 72.

[10] Ibid.

[11] Ibid.

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Feldman, Francis L. The Family in a Money World. Family Service Association, 1957.

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Federal Reserve Bank of New York. The Story of Checks, October, 1962.

Federal Trade Commission, Washington, D.C. Guides Against Bait Advertising; Guides Against Labeling and Advertising Compositions; Fire Advertising and Labeling; Guides for the Mail Order Insurance Industry; Guides for Advertising Shell Homes; Guides Against Debt Collection Deception.

Institute of Life Insurance, Education Division, 277 Park Avenue, New York, N.Y. 10017. Catalog of Teaching Aids on Life and Health Insurance and Money Management; Making the Most of Your Money.

Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, Ill. Money Management booklets (12 booklets boxed - $3.00). (Excellent).

National Consumer Finance Association, 1000 16th St., N.W., Washington, D. C. 20036. Consumer Credit and You; Your Future - Careers in Consumer Finance; Consumer Finance Selected and Annotated Bibliography of Reference Material; Family Money Management (counseling kit); Let's Learn About Consumer Finance (catalog); Teacher's Kit - one week teaching unit on consumer finance.

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World Book Encyclopedia, 1958, Vol. 3, p. 1969.

PERSONAL IMPROVEMENT AND DEVELOPMENT

Personal development in adult education is that process whereby a person becomes more worthwhile to both himself and his society, and becomes able to recognize this worth. The program is aimed at bringing positive change in the self-image of the students.[1]

The first rule of personal improvement and development is cleanliness. No matter how clean a home, a school, or a town is, a person must be clean himself if he expects to stay healthy. Modern plumbing makes it easy for people to keep clean. The hair, nails, and mouth should be cleaned often. Teeth should be brushed at least twice a day, and everyone should visit a dentist twice a year.[2]

Food is as important as cleanliness in improving an individual. Scientists have learned much about how and what we should eat, and our adult students should be made aware of the importance of proper eating.[3]

In the matter of clothing and cleanliness, common sense is the best rule. The important thing is to keep warm, dry, and comfortable. Clothing should not be too tight-fitting, especially in teenagers, and it should not hinder body movements or blood circulation.[4]

Exercise, fresh air, the right amount of sleep, and rest are the other factors that contribute to personal improvement and development.

I. Specific Behavioral Objectives
   1. Students observe rules of health and hygiene.
   2. Students display positive attitudes toward personal improvement.
   3. Students are well-groomed.
   4. Students become persons of more worth to society and themselves.

II. Concepts to be Developed in Personal Improvement and Development
   1. The student's becoming a person of more worth to society and to himself[5]
      a. Formation and fulfillment of realistic goals
      b. Competency in skills required for satisfaction of his goals (oral and written communication, math, specific job skills, etc.)
      c. Knowledge necessary for a satisfaction of his goals
      d. Training and practice in understanding and relating meaningfully to others
      e. Standard of living

[1]Urban Area ABE - U.S. International University, San Diego, California, 1969, Chapter III, p. 58.

[2]World Book Encyclopedia, 1958, Vol. 8, p. 3603.

[3]Ibid., Vol. 8, p. 3603.

[4]Ibid.

[5]Urban Area ABE, op. cit., p. 58.

2. Recognition of his worth[6]
   a. Marketing new knowledge and skills
   b. Personal assets
   c. Life roles - as a father or mother, husband or wife, employee, citizen - as an integrated person
3. The elements of health and hygiene[7]
   a. Importance of cleanliness–body, clothing, hair
   b. Care of the teeth
   c. Importance of diet
   d. Physical health as related to mental health
4. Personal development[8]
   a. Care of skin, hair, hands and nails, ears, teeth, and feet
   b. Appearance suitable to type of work done - clothing, including shoes (color and combination), make-up, hair style, jewelry
   c. Maintenance of shoes and clothing for neatness and lasting wear

III. Suggestions for Teaching

Since a personal development program is aimed at bringing about positive change in self-image of the students, the role of the teacher should be nonevaluative. The techniques employed should be designed to insure self-initiated change on the part of the student. [9]

Some main topics to be included could be:

1. Behavior as a pattern or habit of action
   a. What are habits?
   b. How do we acquire them?
   c. Can they be changed?
2. Values
   a. What are they?
   b. What is their priority?
   c. Are they congruent?
3. Goals
   a. Short-range goals
      (1) identification
      (2) methods of achievement
   b. Long-range goals
      (1) identification
      (2) methods of achievement[10]

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[6]Ibid., p. 58.

[7]A Guide for Teacher Trainers in ABE, NAPSAE, 1966, Ch. III, pp. 30-32.

[8]Ibid., Ch. III, p. 30.

[9]Urban Area ABE, op. cit., p. 58.

[10]Ibid., p. 58.

From the above list discussions on home life, education, job-hunting or planning, economic aspiration, and even spiritual values and goals could be developed.[11]

Ideally such topics would develop along lines suggested by students and would thus vary from group to group. The change sought is a personal one and a sense of trust and security must be established early in the semester, so that each student feels free to enter the discussions. The teacher may facilitate this process in several ways.[12]

The first several class sessions would probably be teacher-initiated discussions but within the context of the material. The teacher could begin to reveal a personal value problem, or goal. This is not to make the teacher the center of class attention but, rather, to establish him as a participant in the group. In a discussion on values, for example, the teacher may ask for examples. He may then ask the class to write up a list for his personal examination and revision. A student may discover that although he values his family, he actually spends very little time in the home. He begins to see that he must set priorities if he is to practice what he believes. This setting down in writing of one's personal goals, values, etc., is perhaps the most effective tool to be employed. Each person focuses in on his own thoughts and is forced to examine whether his behavior leads to the goals he desires or the values he holds.[13]

Other techniques which could successfully be used are small or sub-group discussions and role playing. This would help the student gain a more positive self-image.[14]

Illustrate living standards in terms of money and what it will buy and in terms of leisure time for cultural activity.

List reasons why cleanliness and care of the body are so important.

Use pictures of persons, some groomed and clean, others who are not.

Discuss methods of taking care of hair, skin, and nails.

IV. Sources of Materials for Teaching Personal Improvement and Development.

1. Community resources may include speakers from local industry, the bank, the Department of Education, Department of Employment, a businessman from the area, a local minister, etc. The class may suggest speakers they would like to hear.
2. The Public Health Department may furnish a speaker to explain some pertinent aspect of health and hygiene.
3. Medical and dental societies can set up clinics and provide speakers.
4. Labor organizations have long been interested in adult basic education and have contributed time and effort to help in a variety of ways.
5. Private business and industry may provide literature, as well as encourage class tours. Business and industry have recently become interested in adult basic education. They may provide a variety of reading materials and equipment for the class.

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[11] Ibid.

[12] Ibid.

[13] Urban Area ABE, op. cit., p. 58.

[14] Ibid.

Books and Pamphlets

Avon Products, The Beauty of You, 30 Rockefeller Plaza, New York, N.Y. 10020

Science Research Associates, 259 Erie Street, Chicago, Illinois, (50¢ each).

5ZA567 Hertz, Barbara, Where Are Your Manners?
5ZA25 Chapman, Paul, Your Personality and Your Job.
5ZA595 Henery, William F., Exploring Your Personality.
5ZA862 Stevens, Patricia, Guide to Good Grooming.

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CONSERVATION OF NATURAL RESOURCES

I. Specific Behavioral Objectives (in terms of students).
   1. Students understand the meaning and purpose of conservation.
   2. Students understand that life is dependent upon natural resources.
   3. Students use and control elements of nature wisely.
   4. Students realize that natural resources have a great influence on the location of industries.
   5. Students know what natural resources are abundant in Louisiana.

II. Concepts to be developed
   1. The meaning and purpose of conservation
      a. Conservation, a neglected practice
      b. Enlarged meaning of conservation
      c. Prevention of waste
      d. Wise use
      e. More resources become valuable as our needs increase
      f. Purpose of conservation.
   2. Natural resources
      a. Inexhaustible resources
      b. Exhaustible resources
      c. Making resources available
      d. Irreplaceable resources
      e. Replaceable resources
      f. Distribution of resources
      g. Human resources
   3. Use of natural resources for better living
      a. The colonists used few resources
      b. Our present living standard
         (1) continuing supplies of resources needed
         (2) energy (potential power) most necessary
         (3) sources of energy for power
            (a) wind and water
            (b) coal
            (c) oil and gas
            (d) atomic and solar
   4. Minerals
   5. Water for industrial and private use
      a. Sources of water
      b. Shortage of water
      c. Water table
      d. Surface water supplies

e. Water conservation affects other resources

f. Use of sea water

g. Conservation of water

6. Forests

a. Use of forests

b. Problems of forestry

7. Soil making and erosion

a. Formation of soil

b. Types of soil

c. Kinds of erosion

d. Soil depletion

8. Soil conservation

a. Vegetation cover

b. Strip cropping

c. Terracing

d. Crop rotation

e. Other practices

9. Wildlife

a. Importance of wildlife

b. Kinds of wildlife

c. Extinction of wildlife

d. Hunting laws

III. Suggestions for teaching environmental awareness

In order for adults to make intelligent decisions about important problems concerning their environment, you, as their teacher, will find the following list of suggestions very helpful:

1. Prepare yourself well concerning pollution problems and solutions before presenting any information to your adults. You must be well-informed about polluters and the effects of pollution, because many times you will be talking about someone's employer.

2. Have the adult student take a local pollution inventory. As a result of this inventory, you can:

a. Have a "Dis-honor Roll."

b. Name a "Polluter-of-the-week."

c. Decide if existing anti-pollution laws are being enforced.

d. Make the results of the inventory known to city council members.

e. Write to officials who fail to enforce anti-pollution laws.

3. Find our current anti-pollution bills and ordinances; then, have your adult students write letters of support to the mayor, governor, congressmen or senators. This has a much greater effect with adults than public school students, because adults can vote and a public school pupil cannot. Current bills that every teacher should have knowledge of

are: Nelson Bill (S. 3151), Goodell Bill (S. 3237), and Brademan Bill (H.R. 14753), on environmental education.

4. Survey the community for resource persons to speak to your class.
5. Invite members of agencies that are known polluters to address the adults. Challenge these speakers to defend and explain their companies' practices.
6. Encourage adults to develop speech topics on pollution to be presented to other adult classes and adult groups in the community.
7. During a unit on Americanism, have your adult students make a Declaration of Environmental Interdependence.
8. Have adults encourage their children to request information at school concerning pollution.
9. Begin collecting materials for an environmental corner in the classroom or place where adults attend school.
10. Many adult students could write or be interviewed by the news media about their environmental problems.
11. Secure and sell bumper stickers and buttons.
12. There are many excellent films that can be secured to change attitudes. A list of films and materials will be placed at the end of this section.
13. Have students develop an ecology fair. Students could display some or all of the following:
    a. Photographs of polluted areas
    b. Displays of corrective measures
    c. Posters
    d. Various water samples from lakes and streams on display
    e. Sculpture made from trash or waste products
14. Have students discuss the possibility of having an "Environmental Sunday" in their religious services.

IV. Sources of material for teaching conservation of natural resources:

1. Bureau of Fisheries
   Department of Commerce
   Washington, D.C.

2. Bureau of Mines
   Department of Interior
   Washington, D.C.

3. Bureau of Reclamation
   Department of Interior
   Washington, D.C.

4. Extension Service
   Department of Agriculture
   Washington, D.C.

5. Federal Power Commission
Washington, D.C.

6. Forest Service
Department of Agriculture
Washington, D.C.

7. Geological Survey
Department of Interior
Washington, D.C.

8. National Bituminous Coal Commission
Washington, D. C.

9. Petroleum Conservation Division
Department of Interior
Washington, D.C.

10. Zero Population Growth
367 State Street
Los Altos, Calif. 94022

Newsletter, brochures, ecology leaflets, prints.

11. Population Reference Bureau
1955 Massachusetts Ave., N.W.
Washington, D.C. 20036

Good bibliography, source list, and film guide on population. Minimal cost.

12. Planned Parenthood
World Population
515 Madison Avenue
New York, N. Y. 10022

Bibliography, film guide and following reprints: "Eco-Catastrophe," by P. Ehrlich "300 Million Americans Would Be Wrong," D. Lilienth "The Human Race Has Maybe 35 Years Left," D. Lyle.

13. National Wildlife Federation
1412 16th Street, N.W.
Washington, D.C. 20036

Conservation Directory–a guide to all state and national sources of conservation and environment information. $1.50. Information packets on ecology and pollution–Special packets from elem. to adult level (Excellent). Monthly newsletter, see reprint item, "Our National EQ Index of Environmental Quality," 1969.

14. American Assn. of University Women
2401 Virginia Ave., N.W.
Washington, D.C. 20037

Resource directory on pollution control. 75¢. Antipollution pamphlets and study guide. 75¢. (Excellent)

15. National Parks Assn.
1701 18th Street, N.W.
Washington, D.C. 20037

Free or low-cost pamphlets and articles on thermal pollution, noise pollution, pesticides, and basic ecology. (Excellent)

16. Conservation Education Association
1701 18th Street, N.W.
Washington, D.C. 20037

Variety of publications. Excellent bibliography. Low cost materials.

17. Conservation Foundation
1250 Connecticut Ave., N.W.
Washington, D.C. 20036

Variety of pamphlets and articles dealing with many aspects of ecology.

18. Sierra Club
Mills Tower
San Francisco, Calif. 94104

List of publications, pollution, population information, protection of scenic areas.

19. Project Man's Environment
National Education Assn.

Information on curriculum (K thru 12) environmental study areas.

20. Isaak Walton League of America
1326 Waukegan Road
Glenview, Ill. 60025

"Clean Water–It's Up to You,"–Excellent pamphlet on what local citizens can do about water pollution. Free. Monthly conservation newsletter.

21. Environment Magazine
438 N. Skinker
St. Louis, Mo. 63130

Monthly publication dealing with effects of technology on the environment, published by Committee for Environmental Information. Students–$5.00 year.

22. Public Affairs Pamphlets
381 Park Avenue South
New York, N.Y. 10016

Pamphlet #421 - "An Environment Fit for People." 25¢. (Have small supply at Taft Campus.)

23. Portand Center for Continuing Education
P. O. Box 1491
Portland, Ore. 97207
Attn: Mr. Lawless

"Observing our Environment." $3.00.
Relating elementary students to environment.

24. Clean Water Publication
Federal Water Pollution Control
Washington, D.C. 20402

Suggestions about what communities can do to combat water pollution. Free.

25. Superintendent of Documents
Govt. Printing Office
Washington, D.C. 20402

"No Laughing Matter." Book of syndicated cartoons on air and water pollution. 70¢.
"Primer on Waste Water Treatment,"–current and possible future methods of treating sewage and industrial wastes. 55¢.
"Showdown,"–picture pamphlet discussing "showdown" for water quality. 65¢.
"From Sea to Shining Sea,"–presentation of environmental situation of U.S. with good bibliography, film list, and resource guide. $2.50.

26. The Wilderness Society
729 15th Street, N.W.
Washington, D.C. 20005

Reports, pamphlets, reprints on preservation and use of our natural heritage.

27. Local Tuberculosis and Respiratory Disease Associations

"Air Pollution Primer."

Environmental Film List

This film list has been compiled from a variety of sources. Descriptions are from film libraries, producers, etc.

Other sources of free or inexpensive film loans are state university film libraries and state conservation and public health departments.

"Air Pollution: Take a Deep Deadly Breath," 54 min., color. $35.00. Contemporary-ABC Documentary.

"Beargrass Creek," 19min., color. $15.00. Stuart Finley. The poignant tragedy of a small tributary stream, its promising start, and its sad end due to pollution.

"Bulldozed America," 25min., B/W. Carousel. Bulldozer and commercial interests tear apart countryside and turn it into supermarkets, highways, etc.

"By Land, Sea and Air," 31min., color. $5.00/day. Oil, Chemical and Atomic Workers Int. Union. Effects of pesticides on farm workers and environment of California.

"Challenge to Mankind," 28min., B/W. $8.00. Contemporary. 5 world experts speak of threat of over-population.

"Cities in Crisis," 22min., color. $13.00. Order #6812. Extension Media. Impressionistic film of urban sprawl and unplanned growth.

"Clean Waters," 20min., color. $15.00. Order #39.72. Extension Media. Illustrates danger of water pollution and shows proper sewage treatment.

"Crisis on Kanawha," 20 min., color. $15.00. Stuart Finley. Show sources of industrial water pollution and some methods of eliminating it.

"A Day at the Dump," 15min., color. Free. Environmental Control Administration. Story of Kenilworth Dump in Washington, D.C., and its planned conversion to a public park.

"The Everglades: Conserving a Balanced Community," 11min., color. $6.50. Britannica.

"First Mile Up," 28 min., B/W. $8.00. Contemporary. Problems of air pollution and its effect on human health. Toronto and Los Angeles as examples.

"For All to Enjoy," 20 min., color. $10.00. Conservation Foundation. Satirical approach to uncontrolled development in National Parks.

"Green City," 23 min., color. $15.00. Stuart Finley. Civic action to preserve green space and open space as cities grow.

"Man and His Resources," 28 min., B/W. $8.00. Contemporary.

"A Matter of Time," 27 min., color. $10.00. Conservation Foundation. Historical approach to environmental deterioration.

"Megapolis: Cradle of the Future," 22 min., B/W. $9.00. Britannica. Dynamics of urbanization and emphasis on need for careful planning.

"Multiply and Subdue the Earth," 60 min., B/W. $13.50. Color. $18.50. Indiana A-V Center. World population crisis.

"Noise: New Pollutant," 30min., B/W. $7.50. Order #7503. Extension Media.

"Our Changing Environment," 17 min., color. $8.00. Britannica. Man's increasing power to control his environment has created new pressures and problems for the modern city.

"Our Crowded Environment," 11 min., color. $6.50. Britannica.

"Pandora's Easy Open Pop-Top Box," 15 min., color. Free. Environmental Control Administration. Dramatic presentation of effects of uncontrolled urbanization.

"People by the Billions," 28 min., B/W. $8.00. Contemporary.

"The Poisoned Air," 60min., B/W. $8.00. Contemporary.

"Poisons, Pests and People," 55 min., B/W. $16.00. Contemporary. Grim results of indiscriminate use of pesticides on wildlife and people. Plea for intelligent approach to the problem.

"Population Ecology," 28 min., B/W. Contemporary. Britannica. Ecological consequences if population not brought under control.

"Population Explosion," 15 min., B/W. $6.00. Contemporary. Carousel.

"The Problem With Water Is People," 30min., B/W. Color. $16.00. Contemporary. Traces route of Colorado River from beginning to ocean and discusses its pollution and misuse.

"Air Pollution," 15 min., color. $8.00. Britannica. Health problems posed by water and steps being taken to correct them.

"Progress, Pork-Barrel, and Pheasant Feathers," 27min., B/W. $12.50. Contemporary. Fight between Army Corps of Engineers wanting to build cross-Florida canal, and conservationists in Oklawaha River Area.

"The Squeeze," 10 min., B/W. $12.00. Hank Newenhouse. Throngs of people, jammed highways, rushing commuters, starving children graphically portray population problem.

"The Third Pollution," 30 min., color. Free Environmental Control Administration. Excellent film which graphically describes America's $4 billion solid waste problem and demonstrates new techniques of solid waste management

"What Are We Doing to Our World?" two parts each 30min. Each $11.00.

"Tom Lehrer Sings Pollution," 3 min., B/W. Free. Public Health Service. (PHS also has many other heavily subscribed air pollution films.)

"Urban Sprawl," 21 min., color. $15.00. Stuart Finley. Will we tolerate a continuing extension of urban sprawl? Or will we insist on something better?

"Downstream," - and - "Headwaters," Missouri Conservation Commission, Jefferson City, Mo.
Excellent on water—may be in some Illinois film libraries.

Carousel Films, Inc.
1501 Broadway
New York, N.Y. 10036

Citizenship Legislative Dept.
Oil, Chemical & Atomic Workers Int'l Union
1126 16th Street, N.W.
Washington, D.C. 20036

Conservation Foundation
1250 Connecticut Ave., N.W.
Washington, D.C. 20036

Encyclopedia Britannica
Educational Corporation
425 N. Michigan Avenue
Chicago, Illinois 60611

Environmental Control Administration
12720 Twinbrook Parkway
Rockville, Maryland 20852
Attn: Tom Edgar

Extension Media Center
University of California
Berkeley, California 94720

Field Service
Indiana University
A-V Center
Bloomington, Indiana 47401

For Further Information, write:

ENVIRONMENTAL TEACH-IN, INC.
200 P Street, N.W.
Washington, D.C. 20036

or Telephone:

202-293-6960

Hank Newenhouse
1825 Willow Road
Northfield, Illinois 60093

McGraw-Hill Contemporary
Film Rental Offices:

1714 Stockton Street
San Francisco, Calif. 94133

828 Custer Avenue
Evanston, Illinois 60202

330 W. 42nd Street
New York, N.Y. 10036

Public Health Service
Audio Visual Facility
Atlanta, Georgia 30333

Stuart Finley Productions
3428 Mansfield Road
Falls Church, Va. 20041

SELECTED REFERENCES

Conservation in the Peoples' Hands. American Association of School Administrators. Washington. D.C., 1964. p. 330.

Our Natural Resources. The Interstate Printers and Publishers. Danville, Illinois, 1954. p. 254.

LEISURE TIME

I. Specific Behavioral Objectives (in terms of student)

1. Students use leisure time wisely (for vocational and avocational uses).
2. Students use imagination and self-expression.
3. Students enjoy beauty in nature and everyday life.
4. Students find relaxation and social and emotional satisfaction in various forms of musical activities.
5. Students participate in leisure programs that will develop them physically, mentally, socially and culturally.
6. Students possess wholesome attitudes and skills in leisure activities.
7. Students know about types of inexpensive recreational and cultural facilities which are available.
8. To develop in adults the following objectives concerning family camping: (should be voluntary)
   a. The family acquire a feeling of unity and relief from common tensions
   b. Create family togetherness and belonging
   c. Families acquire wholesome human relationships with other campers
   d. Students know techniques of camping.

II. Concepts to be developed

1. Basic concepts in arts and crafts education
   a. Creative activities and self-expression are essential for the adult student.
   b. Art encompasses any product which is produced through the manipulation of materials to produce a more pleasing or harmonious effect.
   c. Art is an activity which reveals individual differences and these differences should be recognized by the teacher and then developed.
   d. Art includes a variety of media; some are:
      (1) painting and drawing (water colors, crayons, chalk, charcoal)
      (2) pottery and sculpture (clay, soap, wood, wax)
      (3) textiles (weaving, block printing)
      (4) construction activities (wood, leather, metal, papier-mache).
2. Basic concepts in music education
   a. Music helps an adult to develop a greater appreciation and understanding of other people through their own particular music.
   b. Music aids in the development of a more effective relationship with others through musical experiences.
   c. Music is a way of communicating ideas and feelings through a combination of sounds that are pleasing and intelligible to the ear.
   d. Music of an age expresses that age.
   e. Music is a universal language common to all mankind.

3. Basic concepts in recreation education (should be voluntary and result in immediate satisfaction)
   a. Recreation embraces all phases of a person's being—the mental, physical, social, emotional and spiritual.
   b. Leisure time activities may include dance, music, art, nature lore, hobbies and collections, dramatics, reading clubs, swimming and waterfront activities, camping, and gardening.
   c. Family camping should develop a well-adjusted person who uses the outdoor environment intelligently for his happiness and well-being.
4. Cultural facilities
   a. Museums
   b. Libraries
   c. Art galleries
   d. Civic centers
   e. Colleges and universities
   f. Summer outdoor musical concerts
   g. Theaters

III. Suggestions for teaching

In presenting materials in adult classes, teachers must accept the responsibility that it is their duty to educate for a leisure-centered life as well as a work-centered existence.

The correct method of presenting "worthy use of leisure time" is an integral part of the total education program. The adult teacher has a dual responsibility to every citizen in her class to: (1) place more emphasis on the avocational aspects of all subjects for leisure time use, and (2) to present a variety of recreational activities for his students. In each one of these responsibilities the adult teacher can receive a great deal of assistance from resource people from the community. Most hobby shops will be more than willing to introduce some arts and crafts activities to adult students. Other possible assistance for various activities are as follows:

Activity	Assistance
Family Camping	American Camping Association Bradford Woods Martinsville, Indiana
Canoeing	American Canoe Association 83 Warren Street Ramsey, New Jersey
Angling and Casting	American Casting Association P. O. Box 51 Nashville, Tennessee

Activity	Assistance
	A.A.H.P.E.R. 1201 Sixteenth Street, N.W. Washington, D.C.
First Aid Swimming Safety	American Red Cross National Headquarters Washington, D.C.
Nature Study	American Nature Association 1214 Sixteenth Street, N.W. Washington, D.C.
	National Audubon Society 1130 Fifth Avenue New York, New York
Archery	National Archery Association P. O. Box 832 Norristown, Pennsylvania
Natural Resources	Conservation Education Association Department of Natural Resources Jefferson City, Missouri
Boating	National Association of Engine and Boating Mfg. 420 Lexington Avenue New York, New York
Hunting and Fire Arms Safety	National Rifle Association 1600 Rhode Island Avenue, N.W. Washington, D.C.
Outdoor Recreation	Bureau of Outdoor Recreation Department of the Interior Washington, D.C.
	U.S. Forest Service Department of Agriculture Washington, D.C.

IV. Sources of Materials for teaching leisure time

Recreation

Helpful agencies and organizations

1. State Agencies

   a. Louisiana Wild Life and Fisheries Commission
      Outdoor Recreation Specialist

b. Louisiana Soil Conservation Service
Recreation Specialist

c. Louisiana Forestry Commission
Recreation Specialist

d. Louisiana Parks and Recreation Commission
P. O. Box 1111
Baton Rouge, Louisiana

e. Louisiana Department of Education
Dept. of Health, Physical Education & Recreation
Baton Rouge, Louisiana 70804

2. Federal Agencies

a. Bureau of Outdoor Recreation Department of the Interior Washington, D.C. 20240	Manages land and water conservation fund program of matching grants to State for state and local outdoor recreation planning, land acquisition and development.
b. Urban Renewal Administration Housing and Home Finance Agency Washington, D.C. 20410	Makes matching grants for comprehensive planning, including outdoor recreation planning.
c. U. S. Dept. of Agriculture Soil Conservation Service Washington, D.C. 20250	Various agencies included in the Dept. of Agriculture are: Soil Conservation Service Farmers Home Administration Agricultural Stabilization and Conservation Service Forest Service Office of Rural Areas Development
d. National Park Service Department of the Interior Washington, D.C. 20240	Provides publications on park planning. Can provide technical advice on specialized problems in park planning.
e. Corps of Engineers Department of the Army Washington, D.C. 20315	Provides technical and financial assistance for restoration and protection of public shoreline parks and conservation areas; constructs public parks and recreation facilities in conjunction with flood control and navigation projects.
f. Public Health Service Department of Health, Education and Welfare Washington, D.C. 20201	Provides technical and financial assistance for local, State and interstate water pollution control projects.
g. Bureau of Land Management Department of the Interior Washington, D.C. 20204	Can sell or lease certain Federal public lands to local government for recreational use at economical cost.

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on Adult Education